DOCTOR OF NURSING PRACTICE PROGRAM

STUDENT/PRECEPTOR/FACULTY GUIDE
FOR
PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

2017-2018
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Goals of the PMHNP Option of the DNP Program

Welcome to the Psychiatric Mental Health Nurse Practitioner (PMHNP) Option of the Doctor of Nursing Practice (DNP) Program. This is one of seven different advanced practice options preparing students for careers as the highest level of clinical practice. The College of Nursing admitted its first Psychiatric Clinical Nurse Specialist students in the summer of 1973. In the mid1990s the program evolved to a dual program that required both certification is Psychiatric Nurse Practitioner and Family Nurse Practitioner. 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 PMHNPs prepared with specialized knowledge and skills to independently diagnose and treat a wide variety of mental health conditions across the life span. In addition, you will be prepared to provide integrative practice across a spectrum of mental health and physical health conditions.

When you complete this program you will be eligible to take the national certification examination for Psychiatric/Mental Health Nurse Practitioners and you will be expected to contribute to the delivery of quality health care through their implementation of evidence-based care and foster independence in an individual’s management of health.

Purpose of the Guide

The purpose of this guide is to acquaint students, preceptors and faculty to some of the elements that are a part of the clinical education of PMHNP/DNP students. The processes of selecting, approving, administering, and evaluating the wide variety of clinical learning experiences are. 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 have not answered by this guide.
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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/PMHNP Option.

PMHNP 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 do not 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 states 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 PMHNP Option uses the Medatrax system 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 PMHNP 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 Appointment 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 require 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 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 PMHNP Option

The College of Nursing uses a number of different forms as a part of the program. Copies of these forms used in the PMHNP Option are shown. Many of these forms are to be uploaded into Medatrax so that they are associated with the student.
UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING
Student-Preceptor-Faculty Agreement

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 _______________________. _____ 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. 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.

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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/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.
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

Site Name: ____________________________________________________________

Site Address: __________________________________________________________________

City, State, Zip _____________________________________________________________

Location Phone # _____________

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) __________
Clinical Performance Evaluation of Student

Course Title/#: ___________________________ Year: _______ Term: □FA □SP □SU
Student’s Name: ___________________________ Date of Visit: _______
Faculty Reporting: _________________________ Preceptor’s Name: ______________________
Site/Location: ________________________________
□On-Site □Phone □Video □Email Clinical Hours Completed: _______
In Attendance: □Faculty □Preceptor □Student □Other: ______________________

Always=100%; Most=75%; Occasionally=50% of the time expectations were met.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Always Meets (5pts)</th>
<th>Most Time Meets (4pts)</th>
<th>Occasionally Meets (3pts)</th>
<th>Does Not Meet (0pts)</th>
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</thead>
<tbody>
<tr>
<td>Patient Care</td>
<td></td>
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<tr>
<td>History taking is complete, accurate, relevant, and efficient, with flexibility appropriate to clinical setting and workload demands</td>
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<tr>
<td>Engages patients/family members; develops and sustains therapeutic relationships</td>
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<td>Selects laboratory and diagnostic tests appropriate to the clinical presentation; knows indications for ordering diagnostic studies that are targeted to the patient’s presentation, including symptom specific screens/scales</td>
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<tr>
<td>Recognizes the significance of abnormal findings in routine diagnostic and diagnostic test, including symptom specific screens/scales</td>
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<tr>
<td>Develops diagnoses and differential diagnoses; avoids irrelevant/unlikely diagnoses</td>
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<td>Identifies the influence of psychosocial factors and medical/neurological illness on personality</td>
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<td>Designs individualized treatment plans; modifies techniques and flexibly applies practice guidelines to fit patient needs</td>
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<td>Integrates multiple modalities and providers in a comprehensive treatment approach</td>
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<td>Practices cost-effective, high-value care</td>
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<td>Assesses patient safety, including suicidal and homicidal ideation, and considers the potential for trauma, abuse, aggression, and high-risk behaviors</td>
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<td>Chooses appropriately selected evidence-based medications with appropriate management of side effects and provides patient teaching</td>
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<tr>
<td>Demonstrates sufficient knowledge to identify and treat most psychiatric conditions through the life span, to weigh risk/protective factors of danger to self/others and to include psychiatric manifestations</td>
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<td>Demonstrates an understanding of psychotropic selection based on current practice guidelines or treatment algorithms for common psychiatric disorders and knowledge of pharmacokinetics/ pharmacodynamics</td>
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<tr>
<td>Professionalism</td>
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<tr>
<td>Employs patient-centered principles of care; routinely uses self-help, community resources, social networks, rehabilitation referrals, and recovery programs in patient care</td>
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<td>Demonstrates adherence to ethical principles</td>
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<td>Sensitive to diverse populations and demonstrates cultural competency</td>
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<tr>
<td>Interpersonal and Communication Skills</td>
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<tr>
<td>Demonstrates appropriate, efficient, concise and pertinent written/verbal</td>
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</table>
Skill Acquisition:
Level 1: The student demonstrates expectations of an incoming student.
Level 2: The student is advancing and demonstrates additional course expectations.
Level 3: The student continues to advance and consistently demonstrates additional expectations, including the majority of course targeted expectations.
Level 4: The student has advanced so that he/she now consistently demonstrates the course targeted expectations.
Level 5: The student has advanced beyond performance targets set and is demonstrating goals of an Advanced Practice Registered Nurse.

Student Strengths:  | Areas for development/improvement:
--- | ---

Psychottherapy
Provides/prescribes/evaluates need for appropriate/supportive psychotherapy

<table>
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<tr>
<th>Column Totals</th>
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**Total Points = Clinical Performance Grade**
Grading Scale: 92 – 100 (A); 83 – 91 (B); 75 – 82 (C); 70 – 74 (D); 0 – 69 (F)

**Overall Level of Skill Acquisition (Score 1-5)**

Signature denotes review of completed document:

Signature of Preceptor: ___________________________  Date: _______

Signature of Student: ___________________________  Date: _______

Signature of Faculty: ___________________________  Date: _______
# Student Evaluation of Clinical Preceptor

**Preceptor’s Name:** __________________________

**Clinical Site:** ____________________________

**Student’s Name:** __________________________

**Date/Semester:** ____________________________

## OVERALL EVALUATION OF CLINICAL SITE INSTRUCTORS

<table>
<thead>
<tr>
<th>INVOLVEMENT/RECEPTIVITY/COMPETENCE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>1. Respects student as an important individual in the healthcare team.</td>
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<td>2. Assists students when problem arises</td>
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<td>3. Allows adequate time to accomplish a task</td>
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<td>4. Involves student in formulating plan and decision making</td>
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<td>5. Remains calm, poised in clinical situation</td>
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<td>6. Relates didactic knowledge to clinical practice</td>
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</tbody>
</table>

## TEACHING PRACTICES

<table>
<thead>
<tr>
<th>7. Demonstrates flexibility to improve learning</th>
<th>5</th>
<th>4</th>
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<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>8. Assists student in identifying problems</td>
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<td>9. Demonstrates new procedures</td>
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<td>10. Leads student through decision making rather than giving own impressions.</td>
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<td>11. Encourages questions and discussions regarding alternative management.</td>
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<td>12. Allows appropriate documentation.</td>
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<td>13. Considers student’s limits according to level of experience.</td>
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<td>14. Encourages student to assume increasing responsibility during clinical rotation.</td>
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<td>15. Student evaluations are objective and shared with students in a positive, confidential manner</td>
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</table>

## OTHER COMMENTS:

_______________________________________________

*Signature of Student*
University of Tennessee Health Science Center
College of Nursing
PMH Concentration

Student Evaluation of Clinical Site

Preceptor’s Name: ________________________________

Clinical Site: ________________________________

Student’s Name: ________________________________

Date/Semester: ________________________________

<table>
<thead>
<tr>
<th>5 - almost always</th>
<th>4 – usually</th>
<th>3 - sometimes</th>
<th>2 – rarely</th>
<th>1 - almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>At this site, I...</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1. was able to utilize the nursing process in establishing a nurse-client relationship.</td>
<td></td>
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<tr>
<td>2. was able to identify and practice the role of the family nurse practitioner.</td>
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<tr>
<td>3. was able to apply the nursing model of practice.</td>
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<tr>
<td>4. was able to learn &amp; practice primary care nursing skills.</td>
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<tr>
<td>5. was able to meet the course objectives.</td>
<td></td>
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</tr>
<tr>
<td>6. was able to meet my personal objectives and learning needs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. felt that my being there helped the client(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. felt that site personnel and professionals listened and welcomed my contributions on patient care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:

Signature of Student: ________________________________
### University of Tennessee Health Science Center
College of Nursing

#### Clinical Performance Assessment Form: Student

<table>
<thead>
<tr>
<th>Course Title/#:</th>
<th>Year:</th>
<th>Term: □FA □SP □SU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
<td>Date of Visit:</td>
<td></td>
</tr>
<tr>
<td>Faculty Reporting:</td>
<td>Preceptor’s Name:</td>
<td></td>
</tr>
<tr>
<td>Site/Location:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□On-Site</td>
<td>□Phone</td>
<td>□Video</td>
</tr>
<tr>
<td>In Attendance: □Faculty</td>
<td>□Preceptor</td>
<td>□Student</td>
</tr>
</tbody>
</table>

Clinical Hours Completed: _______

Always=100% ; Most=75%; Occasionally=50% of the time expectations were met.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Always Meets (5pts)</th>
<th>Most Time Meets (4pts)</th>
<th>Occasionally Meets (3pts)</th>
<th>Does Not Meet (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care</td>
<td>History taking is complete, accurate, relevant, and efficient, with flexibility appropriate to clinical setting and workload demands.</td>
<td>Engages patients/family members; develops and sustains therapeutic relationships.</td>
<td>Selects laboratory and diagnostic tests appropriate to the clinical presentation; knows indications for ordering diagnostic studies that are targeted to the patient’s presentation, including symptom specific screens/scales.</td>
<td>Recognizes the significance of abnormal findings in routine diagnostic and diagnostic test, including symptom specific screens/scales.</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills</td>
<td>Demonstrates appropriate, efficient, concise and pertinent written/verbal communication, with patients and collaborative health care providers.</td>
<td>Demonstrates discretion and judgment in electronic communication and in the inclusion of sensitive patient material in the medical record.</td>
<td>Independently improves clinical practice through use of evidence-based approaches.</td>
<td></td>
</tr>
</tbody>
</table>
Skill Acquisition:
Level 1: The student demonstrates expectations of an incoming student.
Level 2: The student is advancing and demonstrates additional course expectations.
Level 3: The student continues to advance and consistently demonstrates additional expectations, including the majority of course targeted expectations.
Level 4: The student has advanced so that he/she now consistently demonstrates the course targeted expectations.
Level 5: The student has advanced beyond performance targets set and is demonstrating goals of an Advanced Practice Registered Nurse.

Student Strengths:
Areas for development/improvement:

Student Recommendations and Follow-Up:
□ Student is demonstrating delivery of care appropriate to course level standards. No specific recommendations made.
□ Student encouraged to continue utilization of texts/online resources to improve knowledge and competence.
□ Preceptor given contact information and encouraged to contact faculty with any identified issues/opportunities for improvement.
□ Remedial plans developed to improve knowledge and competence in the delivery of care (attach additional pages as needed).

Signature of Faculty: ________________________________

Signature of Student: ________________________________ Date: _______
University of Tennessee Health Science Center
College of Nursing

Clinical Performance Assessment Form-Site

Course Title/#: __________________________ Year: ______ Term: □ FA □ SP □ SU
Student’s Name: __________________________ Date of Visit: ______
Faculty Reporting: ________________________ Preceptor’s Name: ______________________
Site/Location: ____________________________________________
☐ On-Site ☐ Phone ☐ Video ☐ Email
In Attendance: ☐ Faculty ☐ Preceptor ☐ Student ☐ Other: __________________________

Evaluation of Site:
Describe the site and the demographics and the health overview of patients that are seen at the site and by the student.

State: ________ ☐ Urban ☐ Rural ☐ Community-Based ☐ Other __________________

Practice:
☐ Internal Med ☐ Family Practice ☐ PMH: Outpatient ☐ PMH: Inpatient ☐ PMH: Substance ☐ PMH: Residential ☐ PMH: SMI
☐ 0-12 years ☐ 13-18 years ☐ 18-65 years ☐ Over 65 years
Diversity of patient population:
☐ Caucasian ☐ AA ☐ Hispanic ☐ Asian ☐ Other________________

Payor Mix:
☐ Medicare ☐ Medicaid ☐ Third-party ☐ Self-Pay/Charity ☐ Other________________

Total # Providers at Clinic______ MDs____ NPs____ PAs____ Therapists____ CM____ Other______

Average number patients seen at clinic/day by preceptor(s)______
Average number patients seen at clinic/day by student__________

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Satisfactory</th>
<th>Reconsider Appropriateness of site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility has appropriate number and level of patient encounters to accommodate student learning opportunities in clinical care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility offers a broad patient experience related to diversity in race, age, gender, and diagnosis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility reports an environment and culture which fosters a positive and collegial relationship.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Student: __________________________ Date: _____________

Signature of Faculty: __________________________
Clinical Performance Assessment Form - Preceptor

Course Title/#: ____________________________ Year: ______ Term: □FA □SP □SU
Student’s Name: __________________________ Date of Visit: ______
Faculty Reporting: __________________________ Preceptor’s Name: __________________
Site/Location: __________________________________________
□On-Site □Phone □Video □Email
In Attendance: □Faculty □Preceptor □Student □Other: __________________________

Preceptor Evaluation
□ Preceptor is experienced clinician of __ years
□ Preceptor has precepted students at this site/other sites in past.
□ Preceptor is adept at teaching/counseling and sharing this patient population with the student.

Student Evaluation of Experience with Preceptor:
□ Student self-reports preceptor has helped student progress toward competence in achieving APN role in clinical care.

□ Preceptor verbalizes willingness to precept UTHSC student next term.
With whom should faculty communicate in office regarding student precepting:

Name/Title: __________________________
Contact: __________________________
(Phone or email)

□ Preceptor verbalizes additional requests from faculty to facilitate role:

Signature of Student: __________________________ Date: ______________

Signature of Faculty: __________________________