

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



DOCTOR OF NURSING PRACTICE PROGRAM
STUDENT/PRECEPTOR/FACULTY MANUAL
FOR
PEDIATRIC PRIMARY CARE NURSE PRACTITIONER
2020-2021

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Goals of the PPCNP Concentration of the DNP Program

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

This program prepares PPCNPs graduates to provide independently diagnose and treat newborns through late adolescence (0-21 years of age), provide comprehensive health assessment, developmentally appropriate health promotion activities, family counseling, and management of commonly encountered acute and chronic illness.

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

Purpose of the Manual

The purpose of this manual is to acquaint students, preceptors and faculty to some of the elements that are a part of the clinical education of PPCNP /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 contact the faculty for any questions you have.

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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/PPCNP Concentration.

PPCNP students work with a number of faculty, staff and preceptors as a part of their clinical education. Several official documents 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

1. Review clinical course outcomes.

You are responsible for knowing what you are to be learning and how your learning progresses in the course.

2. Meet with the preceptor, if indicated.

Some preceptors prefer to interview you before agreeing to work with you. If you are asked to interview, you should use the interview to your advantage.

- a. Provide the preceptor with an understanding of your level, ability, and personality.
- b. 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 curriculum vitae (CV) or résumé.

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 when the course ends.
- Enter the start and end dates, along with the days of the week for the entire time you will be at the clinical site, in Medatrax (the approved online program for tracking clinical experiences).
- Schedule a mid-term and final clinical evaluation with the preceptor.

Professional Dress and Behavior

- As a representative of UTHSC College of Nursing, you must present yourself professionally.
 - Be respectful of preceptors, faculty, staff, patients, and their families.
 - Dress professionally and wear your UTHSC Student ID.
 - A short lab coat with the UTHSC patch on the left upper arm is appropriate unless the preceptor requests otherwise.
 - You should follow the dress and OSHA standards for the clinical attire of your clinical site.
 - Express your appreciation to your preceptor(s) for their assistance. They are volunteers supporting your education goals.

Preparation for Clinical Experiences

- Verify appropriate attire, location, and time, and any necessary credentials 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 preceptor's preferred method of notification in the event of late arrival or absence.
- Learn something about the preceptor to acknowledge the preceptor's background and broaden your educational experience.

CPR Certification: Students are responsible for maintaining current CPR certification.

- Should the certification expire during the time the student is in the program, students have the professional responsibility to recertify to remain current.
- Clinical experiences are not permitted unless CPR certification is current.
- The dates of coverage for certification are to be entered into Verified Credentials.

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: Students undergo a required urine drug screen before beginning the program and annually. Also, drug screens may be required for cause, random screenings, or clinical agency requirements.

Immunizations: The University requires that students complete a list of immunizations as well as TB skin testing before engaging in any patient care. These data are maintained by University Health Services in Verified Credentials. You will receive extensive communication about immunizations and how to track them. Clinical agencies may have other requirements for immunization, but students will be informed of those requirements.

Attendance in Assigned Clinical Experiences

- Attendance at the negotiated times and days with the preceptor is required.
- Unapproved absences for assigned clinical experiences are a violation of professional behavior and may result in disciplinary action.
 - 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 missed experiences and have this approved by the faculty and preceptor.

Notify faculty immediately if you find you are running into problems attaining the required number of clinical hours.

Use of Medatrax to Track Experiences

The PPCNP concentration uses the Medatrax system to record and maintain student and clinical data. Each student has a specific account assigned to them.

- Clinical encounters must be documented in Medatrax.
- 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 with a variety of experiences and progress toward completion of the experience on time.
- Approved preceptors and clinical sites are maintained in Medatrax.

Expectations of Preceptor 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 the student 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.
- Demonstrate the ability to manage multiple variables while dealing with 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 the preceptor to clarify course objectives and focus on clinical activities.
- Assist preceptor in completing required documents associated with the preceptor role.
- Create an acceptable schedule with the preceptor.
- Contact the preceptor in case of any absence, before the absence.
- Negotiate with the preceptor for making up time missed, if needed.
- Dress appropriately for the site and behave professionally at all times.

Preceptors Can Expect Faculty To:

- Provide course description, clinical outcomes, and the amount of time required.
- Provide information about the PPCNP 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 perform

Preceptors who wish to be Appointed Volunteer Faculty

Preceptor/Volunteer Faculty

All preceptors are 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.

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 a Volunteer Faculty in the College of Nursing.

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

- Curriculum vitae or résumé
- Copy of current license
- Two 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 are eligible for:

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

Expectations of Faculty

Before the beginning of a clinical assignment, faculty will:

- 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 the course, faculty will:

- 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 the use of clinical guidelines and standards of care.
- Support students in the refinement of effective communication.
- Encourage the student to focus on problem areas early to provide an opportunity to refine skills by the time practicum is completed.
- Communicate with the 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 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.

Appendix

College of Nursing Forms for PPCNP Option

1. Student Preceptor Faculty Agreement
2. Clinical Performance Assessment Form
3. Faculty Evaluation of Clinical Site and Preceptor Form
4. Student Evaluation of Clinical Site and Preceptor Form
5. PPCNP 804 Advanced Clinical Assessment - Evaluation of Student Form
6. PPCNP 806 Advanced Clinical Management - Evaluation of Student Form
7. PPCNP (NSG 926) Synthesis Practicum - Evaluation of Student Form



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, _____.

(Clinical Site Name)

The Affiliation period will be from _____ to _____.

The student, _____, will be under the supervision of

_____, acting as preceptor.

(Preceptor Name)

Preceptor Responsibilities:

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

Nursing Program/Faculty Responsibilities:

1. Ensure that preceptors meet qualifications.
2. Ensure that there are current written agreements which delineate the functions and responsibilities of the clinical preceptor and associated agency and nursing program.

3. Ensure that clinical experiences using preceptors occur only after the student has received basic theory and clinical experiences necessary to safely provide care to clients (within course or curriculum).
4. Orient both the student and the preceptor to the clinical experience.
5. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
6. Assume overall responsibility for teaching and evaluation of the student.
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
Faculty Agreement to Clinical Preceptorship**

**University of Tennessee
Student**

(Print)

(Sign)

(Date)

Preceptor/Clinical Agency

(Print)

(Sign)

(Date)

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

(Print)

(Sign)

(Date)

Site Name: _____

Site Address: _____

City, State, Zip _____

Location Phone # _____



Clinical Performance Assessment Form: Pediatric Primary Care Nurse Practitioner

Student name _____ **Date** _____

Preceptor's name _____

Clinical site _____

Hours completed _____ **Course Title and number** _____

Instructions: Please complete the form by indicating your evaluation of the student's performance of the listed competencies when they were indicated in the care of pediatric patients and families using the scale provided. If the rating is 2 or lower, take a moment to give examples of behaviors that substantiate your evaluation. If a student has performed well by consistently meeting competencies, share details that will be valuable information to the students. Feel free to attach additional documents to the form.

Students must successfully meet all competencies to pass this course. Evaluations of 1 and/or 2 are considered unsatisfactory and should be discussed with Faculty as early in the term as possible.

NA – not applicable or observed in the patient situation 1 - Not Met 2 - Seldom Met 3 - Occasionally Met 4 - Often Met 5 - Consistently Met						
Primary Care Pediatric Nurse Practitioner Clinical Competencies	NA	1	2	3	4	5
Conducts age appropriate comprehensive advanced physical, mental and developmental assessment across pediatric life span.						
Assesses for evidence of physical, emotional or verbal abuse, neglect and the effects of violence on the child and adolescent.						
Analyzes the family system (i.e. family structure, cultural influences etc.) to identify contributing factors that might influence the health of the child/adolescent and/or family						
Assesses patient's, family's or caregiver's knowledge and behavior regarding age-appropriate health indicators and health risks.						
Performs age appropriate comprehensive and problem-focused physical exams .						
Performs a systematic review of normal and abnormal findings resulting in a differential diagnoses encompassing anatomical, physiological, motor, cognitive, developmental, psychological, and social behavior across the pediatric lifespan.						

NA – not applicable or observed in the patient situation 1 - Not Met 2 - Seldom Met 3 - Occasionally Met 4 - Often Met 5 - Consistently Met						
Primary Care Pediatric Nurse Practitioner Clinical Competencies	NA	1	2	3	4	5
Identifies nutritional conditions and behavioral feeding issues and implements appropriate educational, dietary or medical treatments/interventions.						
Interprets age-appropriate, developmental and condition-specific screening and diagnostic studies to diagnosis and manage the well, minor acute, chronic conditions, and behavioral-mental conditions in the pediatric scope of practice.						
Promotes healthy nutritional and physical activity practices.						
Prescribes medications and other therapeutics within scope of practice based on best evidence of patient’s individual needs.						
Provides health maintenance and health promotion services across the pediatric lifespan.						
Activates child protection services , and recommends/incorporates other resources on behalf of children or families at risk.						
Partners with families to coordinate family centered community and health care services as needed for specialty care and family support.						
Incorporates health objectives and recommendations for accommodations, as appropriate, into educational plans (IEP)						
Assists the parent/child in coping with developmental behaviors and facilitates the child’s developmental potential .						
Recognizes and integrates the perspectives of interdisciplinary collaboration in developing and implementing the plan of care.						
Understands the complexity and interaction of nonpharmacologic and pharmacologic therapies required in the care of children.						
Professional Essentials						
Appearance, demeanor, and behavior professional and appropriate for clinical setting						
Punctual and reliable in clinic attendance						
Responds positively to Preceptor and Faculty feedback						
Monitors self for personal growth and seeks feedback and supervision at regular intervals						

Are there aspects of this student's performance that suggest a need for special attention? If so, please describe. Yes _____ No _____

What has the student done particularly well?

Preceptor's signature _____ Date _____

I have read this report.

Student signature _____

Date _____



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

Student: _____ Preceptor _____

Name of Course _____ Date of Evaluation _____

Clinical Site _____ Year/Term _____

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

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

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



Pediatric Primary Care Nurse Practitioner

Student Evaluation of Clinical Site and Preceptor

Student: _____ Preceptor _____

Name of Course _____ Date of Evaluation _____

Clinical Site _____ Year/Term _____

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

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

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
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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 _____



**University of Tennessee Health Science Center
College of Nursing
DNP Pediatric Primary Care Nurse Practitioner
PPCNP 804 Advanced Clinical Assessment - Evaluation of Student**

Student: _____ Preceptor _____
Date of Evaluation _____ Type: ____ Self ____ Preceptor

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

	Rare	Usual	Always
A Conducts a comprehensive and systematic assessment of health and illness	1	2	3	4	5
B Physical exam accurate overall	1	2	3	4	5
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	2	3	4	5
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

Comments:

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 _____

Preceptor Signature _____

I have read this report.

Student signature _____

CT 7/10
DL-S 12/13



University of Tennessee Health Science Center
College of Nursing
DNP Pediatric Primary Care Nurse Practitioner
PPCNP 806 Advanced Clinical Management - Evaluation of Student

Student: _____ Preceptor _____
 Date of Evaluation _____ Type: ____ Self ____ Preceptor

III. 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
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
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 Consults within/between disciplines effectively	1	2	3	4	5
7 Documents care appropriately	1	2	3	4	5
8 Develops therapeutic relationships with patients and team	1	2	3	4	5
9 Teaches/coaches appropriate to patients'/families' needs, values, and cognitive level.	1	2	3	4	5
10 Makes ethical decisions	1	2	3	4	5
11 Uses sound clinical judgment	1	2	3	4	5
12 Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5
13 Appearance and demeanor professional	1	2	3	4	5

Comments:

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 _____

Preceptor Signature _____

I have read this report.

Student signature _____



**University of Tennessee Health Science Center
 College of Nursing
 DNP Pediatric Primary Care Nurse Practitioner
 PPCNP (NSG 926) Synthesis Practicum - Evaluation of Student**

Student: _____ Preceptor _____
 Date of Evaluation _____ Type: ___ Self ___ Preceptor

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
Considers patient co-morbidities					
Provides for a comprehensive, integrated care of clients within the area of advanced practice specialization;	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					
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 Partners effectively with multi-professional team	1	2	3	4	5
7 Manages conflict with appropriate communication strategies	1	2	3	4	5
8 Uses human factor principles in error management	1	2	3	4	5
9 Documents care appropriately	1	2	3	4	5
10 Uses informatics principles in accessing health records	1	2	3	4	5
11 Develops therapeutic relationships with patients and team	1	2	3	4	5
12 Teaches/coaches appropriate to patients/families needs, values, and cognitive level.	1	2	3	4	5
13 Makes ethical decisions	1	2	3	4	5
14 Uses sound clinical judgment	1	2	3	4	5
15 Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5
16 Integrate legal, ethical, cultural and values frameworks to influence health care practices	1	2	3	4	5
17 Monitor client outcomes to improve the effectiveness of health care systems	1	2	3	4	5
18 Integrate information technology and information systems for the improvement of client care	1	2	3	4	5
19 Appearance and demeanor professional	1	2	3	4	5

Comments:

VIII. General Comments:

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

H. What has the student done particularly well?

Date this evaluation was discussed with student _____

Preceptor Signature _____

I have read this report.

Student signature _____