

The University of Tennessee Health Science Center  
College of Nursing  
Preceptor Guide for DNP Psychiatric Mental  
Health Nursing Clinical Courses  
1<sup>st</sup> edition for 2008 courses



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



**The University of Tennessee Health Science Center College of Nursing  
Student / Preceptor Guide  
Doctor of Nursing Practice (DNP)  
Psychiatric Mental Health (PMH) Nursing Option**

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TO: Graduate Students, Preceptors, and Clinical Faculty

FROM: College of Nursing DNP Option Coordinators & Faculty of the University of Tennessee Health Science Center College of Nursing

The University of Tennessee Health Science Center College of Nursing (UTHSC CON) Preceptor Guide contains documents that establish the Student-Preceptor-College relationship for a specified period of time. This relationship provides students with an opportunity to practice their newly acquired skills under the guidance of expert professionals. It is every student's responsibility to work with the clinical faculty to create the best clinical experience by negotiating the agreement that matches the course requirements. The student must initiate the agreement through discussion with the preceptor and consultation with the Course Coordinator/Clinical Faculty. The Student-Preceptor-Faculty Agreement (pages 41-43) must be signed **BEFORE** clinical experiences can start. Generally, the student should plan to complete clinical course requirements concurrently with the associated didactic course. Concurrently means that students should not wait to complete all of their clinical hours in a block of time at the end of the semester. Rather, the clinical hours should be distributed equally throughout the semester so that the content covered in the didactic course is practiced concurrently in the laboratory setting. Students should not wait until the middle or end of the semester to begin their clinical hours unless they have received approval to do so from their instructors. Students must discuss alternative arrangements with their clinical instructors if they cannot start their lab course at the beginning of the semester.

The UTHSC CON Preceptor Guide is constantly under review. The content contained in this version should be used for students enrolled in any graduate clinical courses. In addition to the preceptor agreement, all students should return to their Clinical Faculty the Preceptor Contact Information and Curriculum Vitae forms included in this document with verification of the preceptor's current license or credentials generally available on the web from the appropriate state Board of Nursing or other Health Professional Boards.

To: Doctor of Nursing Practice Psychiatric Mental Health  
Clinical Preceptors and Students

From: Patricia Cunningham, DNSc, APN PMHNP/CNS-BC, FNP-BC  
Associate Professor, College of Nursing

Kathleen McCoy, DNSc, APN PMHNP/CNS-BC, FNP-BC  
Assistant Professor, College of Nursing

Contact  
Information: The University of Tennessee Health Science Center (UTHSC)  
College of Nursing  
877 Madison Avenue  
Memphis, TN 38163  
(901) 448-6103 Dr. Cunningham's Office  
(901) 596-9668 Dr. Cunningham's Cell  
(931) 644-8002 Dr. McCoy's Cell  
(800) 733-2498 College of Nursing Toll Free Number

Date: Original November 9, 2004/Updated March 5, 2009  
Re: Clinical Preceptors/Supervision Guidelines

It is the intent of this document to provide information and structure to the important practice of supervision/precepting in the education and training of Advanced Practice Registered Nurses-Psychiatric Mental Health (APRN-PMH). The discipline of nursing has a strong history of clinical precepting of students in clinical settings. The APRN-PMH student will also receive supervision in a clinical setting from a non-nursing professional in the other core mental health disciplines: psychiatry, psychology, or social work. Although supervision has been a part of the clinical experience of all counseling/therapy disciplines, only recently have there been systematic efforts to standardize this part of the student's educational process. For the purpose of this document, and keeping with the language of the mental health disciplines, precepting will be referred to as supervision.

Students in our program will be eligible to sit for a certain certification exams through the American Nurses Credentialing Center once all course outcomes are met and degrees obtained.

The description:

The Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) is a registered nurse prepared in a graduate level family psychiatric & mental health nurse practitioner program to and management of psychiatric & mental health disorders, medication management, psychotherapeutic interventions, participation in and use of research, development and implementation of health policy, leadership, education, case management, and consultation.

In addition, our graduate students are eligible for certification as psychiatric clinical nurse specialists, another advanced practice role in nursing. Clinical experiences facilitate learning these roles. Two functions that pertain to the supervisory process follow:

- Clinical Supervision/Consultation- This is an educative and consultation process that is experienced as a student. Students are the consultee and the preceptor and faculty members are the supervisors or consultants. Through your clinical experiences in this function you will be qualified to provide clinical supervision to other mental health providers. A few factors that are used in clinical supervision are knowledge of human behavior and symptomatology, and understanding of the variation of human behavior of which pathology is expressed.
- Consultation/Liaison- Although this function is broader than the therapist role, it is the other function that is applicable to the supervisory process. The standards describe this function as ranging from mental health promotion to illness rehabilitation. The student is to consult with the preceptor and/or faculty with a focus on the emotional, spiritual, developmental cognitive and behavioral responses of patients who seek help through counseling/therapy.

We will define supervision, recommend some strategies for supervision, and define the areas of responsibility for the APRN-PMH clinical doctorate graduate student, the supervisor, the agency and the College of Nursing Psychiatric Mental Health nursing faculty. There has been a notable increase in attention to this area of practice in books and journal articles over the past decade. Fair and ethical dilemmas in supervision have demanded such attention. We strive to formalize a process that for most of us as therapist/graduate students was very informal and would not meet today's supervision standards.

Although there are many definitions of clinical supervision, the following captures the broad nature of this process.

Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. It involves observation, evaluation, feedback, the facilitation of supervisee self-assessment, and the acquisition of knowledge and skills by instruction, modeling, and mutual problem solving. In addition, by building on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy. Supervision ensures that clinical consultation is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, profession and society at large. (Falender & Shafranske, 2004)

Prior to supervision, all APRN-PMH/clinical doctorate *Students* will develop a profile folder for the supervisor and the College of Nursing. This electronic profile should contain the following:

- A one-two paragraph professional biography highlighting clinical experience, and APRN-PMH aspirations
- Curriculum Vitae
- Academic courses completed

- Clinical experiences history with populations served and engaged roles, such as cotherapist, medication management, capacity assessments, etc
- A one-two paragraph document identifying their clinical strengths and limitations.
- Copies of nursing licenses, certifications, DEA numbers, and malpractice insurance (recommended)
- State Board of Nursing Rules and Regulations for APRN practice in the State where clinical occurs.

Students are asked to develop an electronic folder with the supervisor/preceptors and agency, to have on record at the agency and the College of Nursing. This profile should contain the following:

- The agencies description of student/supervisory relationships. Students may develop this in collaboration with the preceptor if the agency does not have a formal policy of mission related to student experiences.
- Standards of Practice for the APRN and the supervisor's discipline (can be web links)
- State Board Rules and Regulations of the supervisor's Discipline.
- Copy of Supervisors CV, license, and certifications
- Description of the clinical site, characteristics of the clients served, and the community it serves.

Further, a supervision record is required. This record will serve all parties involved by recording cases discussed, APRN-PMH student learning needs and supervisory comments. The student is responsible for entering this information into the log and keeping some written notes for quick referral with the clinical preceptor. All cases are placed in the clinical log without client names to protect confidentiality. This will be done with the on-line portfolio. The student will organize all record documents; students will be responsible for the necessary documentation. The student is responsible for keeping the record up to date and recording supervisor direction for care, learning objectives met, and division of student/preceptor responsibility for the care of the client. The record is the document of the student but may be shared with the preceptor. The record will serve the formative evaluation process for the clinical rotation. The final course clinical evaluation will serve as the summative evaluation and is completed by the student and faculty with inclusion of the preceptor feedback.

Students will audiotape some of the therapy interactions. The purpose of the tape analysis by faculty is to compliment the clinical supervision process by providing feedback in regards to communication skills and integration of theory in the therapy sessions. Each student will be required over the course of graduate studies to submit a minimum of five (5) audiotapes for analysis and feedback by the College of Nursing course faculty. A written summary of this feedback will be provided to the student and to the supervisor upon request.

These guidelines are meant to facilitate communication in supervision between the student, supervisor and faculty; please forward concerns and comments. Ultimately, they serve to protect the needs of current and future clients who seek our care

## References

Falender, C.A. & Shafranske, E.P. (2004) *Clinical supervision: a competency-based approach*. American Psychological Association.

American Nurses Association. (2007) *The Statement on Psychiatric-Mental Health Clinical Nursing Practice and Standards of Psychiatric-Mental Health Clinical Nursing Practice*. American Nurses Association Press.

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

**General Expectations for DNP Students**

The student is responsible for working with the clinical faculty or course coordinator to negotiate an agreement with a qualified clinical site and preceptor. Prior to clinical placement, the responsible faculty will determine appropriateness of clinical site and preceptor. The clinical site should provide students with opportunities that allow students to demonstrate satisfactory completion of course objectives and progression in their development as nurses with advanced educational preparation. Successful performance is achieved through the student-preceptor-clinical instructor relationship in which each member of this educational team contributes to the student's learning experience. Students must be actively involved in arranging, maintaining, and terminating the preceptor-student relationship over a course semester.

*Student Responsibilities for Clinical Laboratory Experiences*

**Select Preceptor**

Courses are offered in a structure that promotes the development of specialized knowledge and skill set starting with the application of basic principles and skills and moving to the application of complex principles and skills in the delivery of healthcare. Preceptors should be selected on the basis of their qualifications to support student achievement of course objectives.

1. Review course outcomes.

It is the responsibility of the student to provide the preceptor with any student-specific clinical objectives that have been identified for the clinical practicum. The student should also provide the preceptor a copy of the course objectives, evaluation criteria and Preceptor Agreement.

2. Review preceptor qualifications, including verification of preceptor credentials.

3. Verify appropriateness of clinical site with Clinical Instructor

Each student should complete required documents essential to establishing the formal preceptor, student, UTHSC CON relationship and submit to these documents to the clinical instructor. The clinical instructor must approve the preceptor arrangement before students begin their clinical hours. The clinical instructor has final authority over the appropriateness of a clinical site and preceptor arrangement.

4. Interview Preceptor as indicated.

Some preceptors require that the student seeking a placement interview with them. Students should use this opportunity to demonstrate their commitment to their coursework, knowledge of the patient-provider relationship and ethical responsibilities (confidentiality), and willingness to adapt their schedule to the preceptor's practice. The purpose of the interview is to:

- a. Provide the preceptor with an understanding of the level, ability, and personality of the student.
- b. Enable the preceptor to assess if the student would be a "good fit" for the clinical site and the population it serves.

## **Clinical Preceptor Agreement**

Preceptor agreements specify a relationship between the student and preceptor for a specific time period. A curriculum vita need not be completed each semester by the preceptor if the student has a copy of a current curriculum vita from a previous agreement. It is the student's responsibility to verify that the curriculum vita on file accurately represents the preceptor's work experience and education. If it is not accurate, the student should ask the preceptor to update their curriculum vita. The preceptor agreement must be signed by the clinical faculty, student, and preceptor.

1. Complete and submit the University of Tennessee Health Science Center (UTHSC) College of Nursing required documents by the date assigned.
2. Clearly write the name, address, telephone, fax and e-mail address of the clinical instructor as information to share with the preceptor.
3. Clearly write the name, address, telephone, fax and e-mail address of the preceptor. Preceptors must meet established criteria in accordance with the position description included in this Preceptor Guide. Once an individual has agreed to precept the student, the student will verify that the individual's credentials are current and valid. A copy of the data will be attached to the Preceptor Agreement and submitted for retention in the UTHSC College of Nursing Preceptor files. Students in the Admin/Public Health specialty areas of study may have preceptors who do not hold a professional license. They will not submit verification of credentials unless the preceptor holds a professional credential.
4. The student will provide documentation to clinical instructors and preceptors that all current health forms, immunizations, CPR, and background check information is on file at the UT Health Science Center.

## **Scheduling of Clinical Hours**

Clinical practicum hours are to be scheduled at the convenience and availability of the preceptor. Students are not to ask preceptors to conform to a schedule that meets their personal and employment needs. The student's personal and work schedules are expected to accommodate participation in the required number of clinical hours prescribed by the clinical course. Students and preceptors need to agree on the days and times that the student will be in the clinical agency prior to beginning the practicum experience. *Unless otherwise stated in the syllabus, students are expected to begin the clinical laboratory when the course starts to insure adequate time to complete assignments.*

## **Professional Dress and Behavior**

1. Students are representatives of UTHSC College of Nursing and must present themselves as ambassadors of this program. They are expected to be respectful to preceptors, faculty, staff, patients, and their families.
2. Students should be professionally dressed and wear an ID badge that identifies them as a UTHSC College of Nursing graduate student. The appropriate use of uniforms or lab coats should be determined through the preceptor/student interview. Students are expected to conform to the dress of the clinical site where the coursework is completed.
3. Students should individually express their appreciation to their preceptors for their dedication, mentoring, and teaching at the end of the preceptored experience.

## **Preparation for Clinical Practicum**

The clinical practicum extends the learning environment of the classroom to integrate theoretical concepts with clinical practice. Students should prepare for the clinical practicum by reviewing learning objectives. Students should prepare for clinical by reading course texts and professional journals, and using other audiovisual and electronic learning aids.

The preceptor may recommend materials and topics for review prior to the first clinical day. The student should review the common clinical problems relevant to the clinical site population. Follow-up reading of current reference material following the clinical day provides the student with the opportunity to increase the breadth of scientific and clinical knowledge from that gained in the clinical arena.

Guidelines for preparation include:

1. Students are expected to have full knowledge of entrance requirements for clinical, including credentials, dress, location, timing, etc., before scheduling the first clinical day at the clinical agency.
2. Students are responsible for their own health and other requirements, such as current CPR certification and immunizations, in order to fulfill the clinical requirements on the first day. In accordance with UTHSC College of Nursing and agency policies, students without health clearance should not enter the clinical setting.
3. Documentation that Criminal Background checks have been completed should be in CON files.
4. On the first clinical day, discuss questions about computer access, the procedure for preceptor cosigning documents, eating and parking arrangements, and the communication with other disciplines.
5. Learn something about the preceptor, when possible, in order to acknowledge the preceptor's background and broaden the student's educational experience.

## **Attendance**

Performance of clinical hours at the negotiated times and days with the preceptor is required. Careful attention to attend clinical on the days which the preceptor can accommodate the student is important. It is the student's responsibility to monitor the number of hours completed, and plan on completing the required number of hours for the term. The student is responsible for adjusting his/her personal and employment commitments so that the required number of clinical hours can be completed. If the student does not complete the required clinical hours for the term, s/he cannot expect the preceptor to continue the precepting relationship. Extension of the clinical period with the preceptor cannot be assumed but is granted only by agreement with the preceptor and UTHSC College of Nursing faculty. Exceptions related to unexpected illness of the student/family and or preceptor should be discussed with course faculty and the parties involved.

When the student cannot attend clinical on a day that it is scheduled, the student must notify immediately the preceptor and clinical faculty. The student should obtain a telephone number and discuss the procedure of notifying the preceptor and faculty for unexpected absences. Failure to notify the preceptor as negotiated, prior to the beginning of the scheduled clinical day, is unacceptable and may place the student and clinical placement in jeopardy. The student should notify the course faculty as per the course guidelines. The student should then present the faculty with a plan to complete the necessary clinical time.

**THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER  
COLLEGE OF NURSING  
Position Description**

*Title: Clinical Faculty for DNP*

**Qualifications**

1. Hold a current, valid license to practice as a registered nurse in the State of Tennessee or reside in any party state and hold a current, valid registered nurse license in that state;
2. Hold a minimum of a master's degree in nursing or the equivalent thereof as determined by the Board;
3. Be qualified through academic preparation/certification/licensure, as appropriate, to teach the subject assigned and shall meet the standards for faculty appointment by the governing institution;
4. Have clinical practice experience at the advanced practice nursing level of at least two years. If a faculty member has less than two years advanced practice nursing experience, that faculty member must be responsible to a qualified faculty member; and
5. Maintain clinical practice within the advanced role and specialty;
6. Appropriate current unencumbered license when required for role;
7. Appropriate national certification.

**Job Description**

Supports preceptors in guiding students in the application of knowledge to practice, facilitating student autonomy in a specific role for nurses with advanced preparation, and promoting self-confidence that leads to clinical or administrative competency (Hayes & Harrell, 1994). Insures students have access to learning experiences and resources essential to meet expected learning outcomes. Represents the educational and professional values of UTHSC College of Nursing to students and preceptors. Has the overall responsibility for monitoring and evaluating the clinical learning experience.

**Role Responsibilities**

At the onset of the clinical rotation:

1. Verify appropriateness of clinical site and contractual agreements;
2. Orient new preceptors to the preceptor role and UTHSC CON educational expectations
3. Review preceptor responsibilities with continuing preceptors related to course and level of student;
4. Prepare student for clinical experience through an orientation to policies and procedures, prerequisites for clinical rotation and faculty specific communication requirements;
5. Validate student qualifications (clinical requirements) for clinical practice, as well as prerequisite coursework.
6. Make known to students in writing the goals and requirements of each course, the nature of the course content and the methods of evaluation to be employed.
7. Understand the legal liability of the preceptor role.

### **Throughout Course:**

1. Mentor and is a role model for graduate students;
2. Work with the student and preceptor to identify and discuss the learner's needs in order to meet the course objectives;
3. Use appropriate teaching methods to help the student negotiate the clinical experiences so that the student meets personal learning objectives and has confidence to experiment with newly learned skills;
4. Monitor use of accepted guidelines and standards of care;
5. Support student in his/her refinement of interpersonal skills that promote effective communication with patients and colleagues;
6. Alert student to focus on problematic areas early in the practicum with preceptor, thereby providing each student an opportunity to refine interpersonal skills by the time the clinical practicum is completed;
7. Communicate with preceptor regularly to monitor student's progress in course;
8. Evaluate whether the learner's objectives have been achieved through direct observation and preceptor feedback;
9. Provide the learner with feedback;
10. Demonstrate attitudes and qualities consistent with the ethics of the health professions, including:
  - Leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups; and
  - Respect for the student's faculty, curriculum, and program
11. Implement academic and professional standards set forth in the UTHSC CON Student Handbook;
12. Provide students with formative and summative evaluations using the appropriate UTHSC CON Clinical Performance Evaluation;

**THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER  
COLLEGE OF NURSING  
Position Description**

*Title: Clinical Preceptor*

**Qualifications**

1. Expertise in clinical practice derived from practical and theoretical preparation.
2. Administrative or management expertise derived from practical and theoretical preparation for individuals in administrative positions.
3. Authorized to practice as an advanced practice nurse in the state or currently licensed as a health care professional or otherwise qualified to provide supervision and teaching in clinical settings appropriate for advanced nursing practice.
4. Appropriate current unencumbered license when required for role.
5. State approval or recognition to practice in a specialty area.
6. Professional certification, if appropriate.
7. Preferably an earned graduate degree or its equivalent in a specialty area of practice.

**Job Description**

Guides students in the application of knowledge to practice, facilitates student autonomy in a specific role for nurses with advanced preparation, and promotes self-confidence that leads to advanced clinical competency.

**Role Responsibilities**

1. Mentors and is a role model for graduate students
2. Directs overall goals and objectives for the practicum experience based on student outcome objectives provided by the student, and/or UTHSC College of Nursing faculty.
3. Identifies and discusses the learner's needs in order to meet the course objectives;
4. Assesses the nature of particular clinical encounters that will enable the student to meet his/her learning objectives at varying levels of the specialty curriculum.
5. Utilizes appropriate teaching methods to help the student meet his/her learning objectives and allows each student to experiment with newly learned skills that will build confidence in his/her abilities
6. Directs use of accepted guidelines and standards of care.
7. Demonstrates and supports the critical analysis of guidelines/standards of care and determines how they should be implemented or adapted to unique clinical situations.
8. Supports student in his/her refinement of interpersonal skills that promote effective communication with patients and colleagues.
9. Alerts students to focus on problematic areas early in the practicum, thereby providing each student an opportunity to refine interpersonal skills by the time the clinical practicum is completed.
10. Evaluates whether the learner's objectives have been achieved.

11. Provides the learner with feedback.
12. Demonstrates attitudes and qualities consistent with the ethics of the health professions, including
  - Leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups; and
  - Respect for the student's faculty, curriculum, and program.
13. Communicates the ability to cope with multiple variables in the clinical setting while carrying out all patient and colleague interactions.

### ***Conditions of Student-Preceptor-UTHSC CON Educational Partnership***

#### **Preceptor Activities**

1. Implement academic and professional standards set forth in the UTHSC College of Nursing Student Handbook (Centerscope). Available at [www.utmem.edu/centerscope](http://www.utmem.edu/centerscope)
2. Immediately report to the clinical instructor any student behaviors that influence threaten the safety of the patient or place the clinical site at risk.
3. Monitor and report student performance according to course criteria.
4. Notify clinical faculty when student is at risk for failing or when minimally acceptable performance is demonstrated consistently by student.
5. Supervise students in the clinical setting. If the preceptor is managing a caseload of patients, the ratio of students to preceptors should not exceed one student per preceptor during a clinical experience. If the preceptor is not managing patients, the ratio can not exceed two students per preceptor during a clinical experience.
6. Communicates with the office staff or institutional departments about the scheduling of patients, the availability of exam room space, and specific procedures that would enhance learning with a minimal disruption of the office routine for students in providing clinical care to patients.
7. Communicates with the administrators of departments that will provide resources or administrative experiences to students involved in leadership roles.
8. Provide students with formative and summative evaluations using the appropriate UTHSC CON Clinical Performance Evaluation.
9. Understand the legal liability of the preceptor role.

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

1. Meet with preceptor to clarify course objectives and focus of clinical activities.
2. Assist preceptor to complete required documents associated with preceptor role.
3. Verify preceptor's credentials that indicate preceptor is eligible for teaching role.
4. Generate a clinical schedule with the preceptor consistent with the preceptor's availability/schedule.
5. Before clinical time begins, negotiate a procedure for contacting the preceptor in case of absence
6. Notify preceptors at the beginning of the clinical day if they will be absent for a scheduled clinical day, due to illness or emergency

7. Negotiate a policy with the preceptor policy for making up time, when possible any clinical absences.
8. Dress appropriately and behave in a professional manner at all times in keeping with the standards set forth by Occupational Safety and Health Administration (OSHA).
9. Adhere to clinical site dress code when specified.
10. Wear student identification badges not work employee badges.

**Preceptors can expect clinical faculty to:**

1. Provide course description, clinical outcomes, and the required number of clinical hours required for the term of the clinical practicum.
2. Clarify UTHSC CON rules regarding preceptors and preceptor-student arrangements.
3. Provide information about a MSN/DNP specialty program.
4. Provide information about the best times to reach the faculty member and phone numbers and e-mail addresses for key faculty members.
5. Consult on student or partnership problems that affect student progression in clinical coursework.
6. Collaborate on creating appropriate clinical experiences that prepare students for success as entry-level nurses in advanced practice roles.
7. Guide preceptor in the student evaluation process.
8. Provide feedback on their performance as preceptors.
9. Formally recognize the preceptors' role in the education partnership through a variety of mechanisms.

Faculty will be readily available to Clinical Preceptors and students during clinical learning experiences. The faculty member has the overall responsibility for monitoring and evaluating the learning experience.

## **Preceptor Responsibilities**

### **Mentor and be a Role Model for Students**

Mentoring and role modeling are important in the socialization process of students. Observing the preceptor's interactions with other professionals, staff, and patients will enable the student to assume more readily the new role.

The Core competencies are reflected in the 7 domains identified by NONPF:

- Management of patient health/ illness status
- The nurse-patient relationship
- The teaching-coaching function
- Professional role
- Managing and negotiating health care delivery systems
- Monitoring and ensuring the quality of health care practices
- Cultural competence

In facilitating the student's learning experience, the preceptor organizes clinical learning within a time-constrained environment. The preceptor communicates with the office staff about the scheduling of patients, the availability of exam room space, and specific procedures (e.g. suturing) that would enhance learning with a minimal disruption of the office routine.

The one-to-one relationship with the preceptor provides the student with the opportunity to develop competence in diagnostic reasoning/clinical decision-making, advanced practice nursing skills/procedures, as well as self-confidence in implementing the role. Immediate timely and constructive feedback, whenever possible, enhances this learning process.

### **Teach**

Preceptors are responsible for helping students to refine skills related to patient care within the context of a caring relationship (Ferguson, 1996). In all areas of teaching, the preceptor is reminded of the importance of letting the student experiment with newly learned skills and build confidence in his/her abilities. Preceptors can gain confidence in the student's abilities through observation, listening to case presentations, and reviewing their documentation as well as listening to feedback provided by patients and other clinical personnel. Student self-confidence is enhanced by preceptor feedback that reinforces that the student is meeting learning goals and objectives. An excellent Web-based resource is the 2000 preceptor manual developed by Lipsky, Mochan, & Plumb that provides practical recommendations for precepting (<http://www.collmed.psu.edu/preceptor/ManpageNew.htm>).

## **Honing Assessment Skills**

Assessment includes cognitive and psychomotor components. The student needs to abstract and apply the sciences while using the psychomotor physical assessment skills in learning clinical decision making. The preceptor is an invaluable resource for evaluating the student's progress towards achieving greater expertise in problem-solving and clinical decision making.

The preceptor's initial role often involves assessing the student's level of knowledge of the underlying basis for assessment. As the student progresses from novice towards proficiency in assessing patients, identifying a diagnosis, and formulating a management plan, the preceptor evaluates a) the student's psychomotor skills, b) data collected from the history and physical, c) interpretation of data, and d) the proposed management plan.

Guiding students in gathering reliable assessment data involves observing the student while eliciting a history and performing a physical exam, followed by validating the assessment. The student presents findings to the preceptor, who evaluates the student's interpretation of the assessment data. Incorrect information is corrected by discussion and re-examining the patient as appropriate. Providing positive feedback reinforces students' skills and confidence in successful clinical learning. Students need time to practice their skills and test out their abilities to gain confidence. Obtaining a patient's permission is always requested prior to a student beginning the encounter. The patient should be assured that the preceptor will also see them following the student's interview and exam.

Students should identify their individual learning needs in the area of assessment and welcome the preceptor's critique and/or validation of their skill levels. A plan for remediation should be anticipated for situations in which the student needs practice and proficiency in either technique or interpretation of patient assessment data. Often refining an incorrect psychomotor skill/technique can be achieved with a clinical demonstration by the preceptor at the time of the patient encounter. Comparison of assessment data with findings from previously encountered patients can often reinforce or clarify the interpretation of the assessment. Interpretation of laboratory data is an assessment skill that requires the student to abstract from the sciences and identify links to the patient's history, presenting complaint, and physical exam.

The following are examples of effective teaching strategies for the preceptor:

- Demonstrate correct methods to the student with a return demonstration by the student.
- Validate or clarify interpretation of assessment data.
- Refer the student to resources such as physical assessment texts or video tapes for the purpose of reviewing and clarifying the physical assessment content in which the student is weak.
- Set aside time at the end of each clinical session to review with the student's overall performance. Offer direction for future learning that will add a progressive dimension to the teaching/learning experience.
- Perform additional self-assessments and critiques through tape recordings of standardized patient history taking with student colleagues.
- Practice in the college skills lab with or without faculty supervision.

As students progress and gain confidence, they become more comfortable with the preceptor's critique and seek direction to achieve higher levels of proficiency in assessment. Students need to be apprised that, although they are learners, evidence of progressive learning and mastery of content and psychomotor skills is expected. They should anticipate progressing along the continuum from novice to proficient. Student resistance to accepting preceptor correction and failure to demonstrate progressive learning should be reflected in the formative and summative evaluation of the student's performance and communicated to the student's faculty member in a timely manner.

### **Integration & application of the sciences**

All stages of the patient care encounter require that the student be able to integrate and apply knowledge from the nursing, social, and health related sciences to the assessment and management plan. Development of a nurse patient relationship draws on the strengths of the student's communication, interpersonal skills, and experience as a professional nurse.

Application of the nursing and social sciences is important in establishing and promoting the nurse patient relationship. For example, the student's understanding of cultural differences and their impact on establishing a nurse patient relationship. Using examples of nursing, scientific, and social theories and exemplars of related research is an important aspect of teaching students about evidenced based practice.

To effectively elicit and interpret subjective and objective data obtained through the history, physical, and diagnostics, the student draws on applied scientific knowledge and interpersonal skills. Interpretation of data, formulation of a diagnosis, and developing a plan of care provide opportunities for students to integrate patient encounters and apply scientific knowledge. The corresponding learning objective focuses on the student's ability to analyze the data obtained and provide a rationale for the differential diagnosis and management plan. A strategy to stimulate critical thinking is to have the student present the patient case to the preceptor and provide scientific or theory-based rationale for problem solving. In addition, at the end of the clinical day, the student should research and reflect on patient related topics encountered that day. Time should be taken to record encounters in a clinical log and review them as necessary with faculty and other students in seminar. This strategy will enable students to gain confidence in and reinforce their knowledge base.

Preceptors who have knowledge about the structure and content of the curriculum, as well as the student's level of development within the program, are better able to anticipate learning experiences that draw on the course content and application of course content. It is an expectation that the student be responsible for the application of course-based knowledge. Preceptors may ask students to explain the physiological theory behind disease processes and management when encountering patients with specific clinical problems, e.g. Diabetes Type II, COPD, etc.

## **Clinical Decision Making**

The clinical decision making process reflects the students' ability to use critical thinking skills. Critical thinking is defined as the intellectually disciplined process of conceptualizing, analyzing, synthesizing, evaluating and applying information gathered from, or generated by, observation, experience, reflection, reasoning or communication (U Mass Boston, College of Nursing, 1995). The student should come to know and understand the process of clinical decision making used by the expert preceptor as a method of learning clinical reasoning.

As an expert clinical practitioner, the preceptor has mastered a variety of heuristics or rules that contribute to the process of clinical decision making. Teaching the student how to use heuristics is an important process in developing clinical proficiency. Students should be asked to:

- Reflect and describe the process of identifying a specific diagnosis or differential, select laboratory tests, prescribe medications or recommend a follow-up schedule.
- Use accepted guidelines and standards of care.
- Critically analyze the guideline/standard of care and determine how it should be implemented or adapted to the individual patient scenario.
- Reflect on previous client encounters and compare and contrast components of the assessment that are similar. The student should be able to respond cogently to the following questions:
  1. How might this case be similar or different?
  2. What epidemiological principles or clinical research is known that might guide cost-effective or evidence-based care? Use clinical scenarios to elicit the integration of the sciences with the patient data. For example,
    - a. Would or would it not be appropriate to prescribe penicillin to a patient with exudative tonsillitis and swollen anterior cervical glands?
    - b. How does the presence of pharyngeal GABH in the past medical history influence your decision?
    - c. How might the presence of streptococcal pharyngitis in other family members influence your decision?
    - d. Should only penicillin-based antibiotics be used to treat only positive throat cultures?
    - e. How accurate or reliable are rapid strep tests? What does a negative rapid strep test mean?

Similar teaching strategies can be applied to patients with other clinical problems and symptoms, e.g. hypertension, urinary tract symptoms, chest pain, and symptoms of confusion in the elderly, to name a few. The process of teaching clinical decision making guides the student in learning heuristics that the preceptor may use in clinical practice. In essence, teaching clinical reasoning teaches students the process of learning to apply knowledge in practice.

## **Mastery of Documentation**

Preceptors can serve as excellent role models for students as they learn to master documentation. Accurate and complete documentation of pertinent information is essential in order to provide quality health care, while fulfilling legal and reimbursement requirements.

The clinical practicum provides students with the opportunity to master documentation of real-life patients in their health records. In “learning by doing,” the preceptor mentors the student in refining the patient’s history, exam; decision making; and level of service provided. The preceptor should review the history and physical prior to the student’s entry on the patient’s health record. Most preceptors request that the student write the note on a separate piece a paper for the review. This strategy is effective in enabling the student to revise the note prior to entering it in the patient health record. When the preceptor has determined that the student’s documentation has progressed to a level that requires little or no correction, the student is usually permitted to write directly on the health record. Preceptors must sign all students’ notes whether hand-written, dictated, or computerized.

The mastery of documentation includes:

- Clear written communication. Communication is the use of words and behaviors to construct, send, and interpret messages. Early in the curriculum faculty have opportunities to teach students the legal tenets for accurate documentation. Assessing student documentation should be an ongoing process that takes place throughout the student's program of study.
- Familiarity with acceptable formats for documenting encounters detailing the comprehensive history and physical, chronic illness, and episodic complaint.
- Use of only accepted medical abbreviations and anatomical terms, and descriptors. Prior to beginning the first clinical practicum the student should have a sound knowledge of both the normal and variations of normal physical assessment findings and their appropriate descriptors.
- The recording of only pertinent findings (both negatives and positives) from the history and physical exam should be recorded.
- Reading the notes of the preceptor and other health care providers. The patient’s health record will provide exemplars of both good and poor documentation and is an excellent resource early in the student’s clinical experience. As students review the notes that are documented in the chart, they soon learn the elements for inclusion and the procedure for organizing documentation.
- Note-taking while in the room with the patient. The notes can then be organized into a rough draft that includes all of the components of the patient’s comprehensive, chronic care, or episodic illness history and physical. The preceptor can rapidly review the student's documentation and make recommendations for refinement or organization.
- Identification of subjective and objective data. Early in the process of learning to document data in the history and physical, (H&P) students often make errors in documenting subjective and objective data. A typical example will occur when the student documents the characteristics of a surgical scar in the physical exam, then notes the patient’s comment regarding the etiology of the scar. In this example, clarification must be made that the etiology (surgery) of the scar is subjective data and should be recorded in the history. Faculty should frequently review samples of students’ documentation of histories and physicals. Feedback provides a valuable tool in enabling the student to master the documentation process.

- Avoidance of check-off lists for documentation. Students need to learn the process of documentation that reflects accurate use of acceptable descriptors and serves as a legal record of what occurred in the encounter with the patient.
- Identification of agency preferences for documentation. Preceptors' preferences for documentation may vary from standard formats and may be dependent upon the practice setting. Documenting preferences should be communicated to the student early in the clinical orientation and time allowed for students to learn and adapt to agency format.

If a student demonstrates a weakness in his/her documentation and does not demonstrate progress, it is important to communicate concerns to a faculty member during the clinical rotation site visit. Communication of student deficits can be jointly addressed by the preceptor, the student, and the faculty member in a positive manner.

Specific to each agency will be the method and forms that are used for documentation. Agencies will identify the data required for different levels of care and third party reimbursement. The preceptor is an invaluable asset in enabling the student to learn the process of integrating data required for reimbursement in their development of patient care records. The preceptor reviews the student's documentation for accuracy and completeness, and cosigns the note as a validation of agreement with the student documentation.

The documentation required for fulfillment of reimbursement criteria for different levels of care should be covered in the NP curriculum. Students who lack this knowledge should be directed to resources in the clinical arena that will provide the substantive content to assist the student in learning this content area.

### **Honing Interpersonal Skills**

Interpersonal skills involve the use of verbal and nonverbal communication in a timely and sensitive manner, with attention to another person's needs, anxiety level, and concerns. Situations arise within the clinical area that provide students with opportunities to hone their interpersonal skills:

- Student dialogue with patients concerning the reason for the visit, formulating a plan of care, and teaching patients and family members about necessary care;
- When collaborating with colleagues in the clinical setting;
- Preceptor observation and feedback;
- Self-reflection and documentation of encounters in a log or diary;
- Feedback from patients and colleagues;
- Inappropriate interpersonal communications should be brought to the attention of the student as soon as possible after their occurrence.

Mature students will soon recognize the importance of fine tuning their interpersonal skills to become successful practitioners. In appropriate interpersonal communications should be brought to the attention of the student as soon as possible after their occurrence.

### **Basic interpersonal skills that students should demonstrate include**

- Eliciting historical data by using open-ended questions and allowing the patient time to answer a question before proceeding to the next question.
- Eliciting a history in an unhurried manner before beginning an exam.
- Soliciting the patient's opinions, concerns about their condition, and how they would like to participate in their plan of care.
- Verifying with the patient your understanding of their complaint, treatment plan, or opinion by rephrasing their description, and seeing validation, clarification, or elaboration, as needed.
- Showing empathy: genuine interest, concern or warmth for the patient's situation, condition, or personal/social problems.
- Providing the patient with information that is medically necessary in a sensitive manner with attention to the impact the information may have on the patient's lifestyle, financial resources, or self care ability.
- Providing culturally congruent care while being sensitive to the patient's ethnicity, traditions, and beliefs.

### **Negative interpersonal skills that merit student reflection and refinement**

- Failing to introduce oneself or your colleague.
- Proceeding in a hurried manner.
- Failing to communicate an understanding of the patient's past medical history.
- Failing to ask the patient's permission to have another provider come in the room.
- Showing disagreement with patients, colleagues or showing lack of understanding or being critical of another's culture, sexual preferences, social habits, or lifestyle.
- Asking closed-ended questions about medical conditions, treatments, and lifestyle without attention to the patient's understanding or opinion.
- Failing to speak clearly or in simple language that the patient or dependent care provider can understand.
- Lack of sensitivity to patient confidentiality and privacy issues.
- Failing to demonstrate patience and understanding towards a patient's culture, age, or other life circumstances.
- Failure to wash hands prior to the physical exam.
- Discussing confidential information about the patient with others who are not involved in caring for the patient.

It is important that students be notified of any weakness in interpersonal skills early in the clinical practicum. By alerting students to focus on problematic areas early in the practicum, preceptors give students the opportunity to reduce and refine their interpersonal skills by the time the clinical practicum is completed. Students who do not improve their interpersonal skills, despite preceptor recommendations, should be referred to their faculty for counseling and suggested learning methods. Faculty may provide the student with resources such as reading assignments, review of videos that demonstrate the use of interpersonal skills, or role-playing techniques with colleagues to increase awareness of effective techniques in interpersonal communication.

## **Patient Education**

Students are expected to:

- Integrate patient education in all aspects of care. Patient education is an important domain of NP practice and should focus on health promoting behaviors, disease prevention, as well as issues surrounding health maintenance and episodic self-care.
- Demonstrate the ability to perform a learning needs assessment and construct a teaching plan that is appropriate to the learning needs of the patient and/or family members.
- Take into consideration timing and level of patient education, identifying “teachable moments” as opportunities for patient and family learning.
- Determine the patient’s or family members’ ability to understand both verbal and written instructions in English or their own language.
- Document the patient education plan in the record and reinforce it with subsequent providers, whenever possible.
- Discuss the educational plan with the preceptor
- Be aware of resources that the agency has for educating patients such as a nutritionist, diabetic educator, or health educator. Students should collaborate, as appropriate, with other members of the health care team. Members of the interdisciplinary health care team can provide resources and links in the community that will best meet the patient’s cultural and age related characteristics for learning.

Most students find this aspect of care enjoyable. It also provides an opportunity for the preceptor to reinforce their skills in patient education and emphasize its importance in the role of providing direct care to patients as a NP.

## **Navigation of the Organizational System**

Students need to learn how to navigate the health care system to fully function in their role. They can be guided through the organizational system during initial contacts with the interagency referral process and with processes related to managed care, home care, securing durable medical goods, and prescriptions.

As students progress through their NP program, they should demonstrate providing comprehensive care that includes interdisciplinary collaboration with other health care professionals. An agency policy and procedure manual should be available for students to consult as a resource to clarify issues that may have policy and legal implications. For example, requests for permission to drive is a common occurrence, and many agencies have liability issues that impact both the practitioner and patient. A student sees Mr. Smith, for example, who presents to clinic two months post coronary artery bypass surgery with the request that the NP sign a form that indicates that he can resume driving and is medically cleared to drive. This is a common scenario. Students should know how to maneuver the organizational structure to problem solve in a way that is congruent with the agency/institution's policy and meet the patient's needs within these policies.

Students should be encouraged to advocate for patients in all matters related to providing comprehensive care. Students’ self confidence in decision making can be enhanced by providing

feedback on their ability to successfully achieve patient care goals and objectives through skillful negotiation of the health care system. Positive preceptor feedback also reinforces the student's development of NP role behaviors that foster quality health care practices, and will be implemented in future practice situations. A reference guide for commonly used community resources should be available to the student. Students demonstrate creativity in practice when they initiate referrals and team conferences and seek financial and social supports for patients/families that may not be readily available from the patient's primary source of care.

Integrating the role of the NP as a member of the interdisciplinary health care team and health care provider.

This skill is perhaps the most challenging for the preceptor to teach. Students can learn these skills by observing the preceptor in practice or through post conference discussion of difficult situations encountered during the clinical day.

Other methods include:

- Demonstrate collaborative management with other health care providers. This is an important way of teaching the student how to respect the knowledge and expertise of other disciplines, and thereby earning respect for the NP's unique contribution to the health care team.
- Collaborate in the management of patients by providing role functions that are particular to the role of the NP
- Initiate team conferences where all members of the health care team discuss and develop a plan of care for a patient or family. Team discussion may be in response to questions of domestic violence, failed office appointments, end of life decisions, or patients' complex co-morbid illnesses and difficult social situations.
- Encourage students to present difficult and challenging cases to physicians or other NPs who are specialists in a particular area. Examples may include the cardiologist, oncologist, endocrinology NP, or certified nurse midwife.
- Facilitate the NP visibility as a member of the interdisciplinary team by providing the image of the preceptor as a skilled clinical expert and valuable collaborative partner.
- Encourage students to take ownership for their diagnosis(es) and plans of care and be accountable to follow through with learning the results of laboratory tests, x-rays, and patient referrals/followups.
- Encourage students to be creative and contribute to the smooth operation of the clinical setting. Students may contribute ideas that may enhance the efficiency of operations. Their contributions support the visibility of their role and enhances their self-confidence as valuable contributors to the health care team. Students may choose to develop teaching materials or present teaching conferences to patients and their families that will complement available resources in the clinical setting.

### **Communication with the Faculty**

Means by which the faculty member can communicate with the preceptor will be clearly articulated. Preceptors will be made aware of the best times to reach the faculty member and phone numbers and e-mail addresses will be provided for easy access. Time will be scheduled

during faculty site visits so that the preceptor and faculty can discuss any concerns related to the student's performance or questions about the program or the role of the preceptor. Any preceptor/student conflicts that have the potential for an adverse effect on the clinical experience should be discussed with the preceptor as soon as possible. Faculty will make an effort to maintain open lines of communication with the preceptor throughout the clinical experience.

### **Collaborate with Faculty on Problem/Conflict Management**

Preceptors should collaborate with faculty when a conflict or problem related to the student is identified for the procedure for the management of a problem/conflict. Any problems related to the faculty role in the preceptorship experience should also be discussed between the faculty member and the preceptor. If the faculty and preceptor are unable to resolve their differences, a clear mechanism for further pursuit of the resolution should be referred to the program director and be made clear in the preceptorship agreement or other appropriate document.

### **Understand the Legal Liability while Precepting Students**

Preceptors are liable for the care provided to their patients during a preceptorship arrangement. Patients should be informed that the preceptor would remain the primary care provider, be responsible for decisions related to patient care, and will continue to provide follow-up care.

Legal and reimbursement guidelines require that preceptors validate findings on physical examination, review laboratory tests, and confirm differential diagnosis(es) and management plans with students prior to the discharge of the patient. Review by the preceptor must be documented in the record indicating that the preceptor has examined the patient, is in agreement with the findings and plan as written by the student, and is responsible for care. It is customary that the preceptor co-signs all records in which the student has provided documentation. Third party payers, government, and insurance companies cannot reimburse for care provided by the student.

### **Liability Insurance**

Preceptors assume the same liability for their patients as other practitioners in clinical practice and have the added liability of closely supervising the student.

### **Registered Volunteers**

The University of Tennessee recognizes the valuable contributions of those persons giving freely of their time and talents for the benefit of the University without compensation. These persons are "VOLUNTEERS" in every sense of the word. The State legislature in the enactment of the Tennessee Claims Commission Act of 1984 recognized the need the protection of volunteers from legal actions while performing their service on behalf of the University. As such, the volunteers who are registered with the University receive the same civil immunity from liability, as does an employee of the University under the Act. Volunteers under the Claims Commission Act are not covered for Worker's Compensation.

The term "Registered Volunteer" means those persons who are not employees of the University who provide service to the University in an approved program that are listed and reported to the Division of Claims Administration, State of Tennessee.

To become a "Registered Volunteer" the preceptor must submit his or her social security number or tax ID number to the Office of Academic Affairs in the UT CON. (NOTE: Currently the University of Tennessee system will only accept one individual for each tax ID number).

### **Evaluation of Students**

Preceptors should meet with the student formally at the beginning of the clinical practicum to review the evaluation guidelines so that the expectations and responsibilities of both the preceptor and the student are congruent. The preceptor should provide both formative and summative evaluation. The summative student clinical evaluation form provided by the UTHSC CON should also be reviewed with the student at this time. Meeting with the student at the beginning of the clinical practicum also enables the student and preceptor to discuss the course and the student's clinical objectives. A student-preceptor-faculty agreement can be developed in which the student and preceptor discuss learning experiences that will facilitate the student's successfully achieving the clinical and course objectives.

### **Two types of evaluation are formative and summative evaluations:**

*Formative evaluation* is an assessment by the preceptor in the form of feedback to the student regarding their performance during the clinical practicum. Ongoing feedback provides the student with the opportunity to enhance their performance during the course of the clinical practicum. Role performance areas in which the student has achieved competence should be discussed with the student, as well as those areas that have been identified as weak, and needing improvement. Specific recommendations from the preceptor on strategies for improving clinical performance will be helpful to the student and can be documented in anecdotal notes and midterm evaluation.

*Summative evaluation* is the assessment of the student's performance at the end of the clinical practicum. The summative evaluation describes the student's performance, development, and improvement at the conclusion of the clinical practicum. The summative evaluation of performance is based on the criteria indicated on the clinical evaluation tool provided by the NP program faculty. Although students are often not able to meet the performance competencies immediately, they should be able to demonstrate progression of skills and competencies. The written narrative is an extremely important part of the evaluation. Comments are valuable in assessing the student's knowledge, skill level, and immersion in the course. Clarity of comments and specific examples of situations that illustrate the comments written on the evaluation form are important to learning. Written comments are particularly valuable if the student needs remediation in a specific competency area, if the student is for any reason reviewed by the Progressions Committee, or if faculty are asked for a recommendation of the student's clinical ability. The evaluation should be reviewed with the student on the last day of the clinical practicum, and returned to the faculty by the deadline and method indicated. The student's self evaluation is also important to incorporate during the preceptor/student evaluation discussions.

Summative and formative evaluation provide the preceptor with the tools to identify and discuss deficiencies that may warrant clinical failure. It is strongly recommended to inform faculty of clinical performance deficiencies and/or problems at the time they occur. In this way, faculty can assist both preceptor and student in optimizing the educational process.

Preceptors should document anecdotal notes that can be used to develop the mid-semester and/or end of semester evaluation. Student strengths, as well as weaknesses, should be documented. In the event that a student's behavior is unprofessional, or the student places the patient in danger (e.g. including medical errors), an anecdotal note should document the event and the course faculty must be contacted. The course faculty should then meet with the clinical preceptor and student and take further action as appropriate.

Faculty from the nursing program will provide preceptors with the appropriate evaluation tools before the start of the semester. The evaluation tools should be reviewed and clarified, and examples should be used to demonstrate different levels of student's abilities as reflected in their written evaluation. The preceptor should seek clarification about the evaluation process with the faculty member.

### **Preceptor Resources**

Professional literature and the World Wide Web provides preceptors with a variety of resources related to precepting students in the health professions. Sample citations on precepting listed below will enhance the preceptor's knowledge and skills. Precepting is an art and can be very rewarding.

### **Professional Literature**

The following is a sampling of literature may assist the preceptor in fulfilling his/her role.

#### ***Book references***

- Barrows, H. S., & Pickell, G. C. (1991). *Developing clinical problem solving skills*. New York: Norton & Company.
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### **Preceptor-related Web-based Resources**

Expert Preceptor Interactive Curriculum: Access at <http://www.med.unc.edu/cgi-bin/fipse/login.pl>. This is the online training modular system for preceptors from the University of North Carolina School of Medicine.

- Preceptor Manual from the College of Medicine written by Lipsky, M., Mochan, M, & Plumb, J. (2000) This is an excellent document that provides concrete and practical recommendations for precepting. The document can be printed from the web. Sections that may be helpful for nurse practitioner preceptors are:
  - What do preceptors get from working with students?
  - What do preceptors offer students?
  - Mastering the preceptor role
  - Assessing student performance
  - Students' perception of qualities for effective precepting
  - Time management/precepting tips

The manual can be accessed at <http://www.collmed.psu.edu/preceptor/ManpageNew.htm>. Resources and Links for preceptors can be found on the home page of the Preceptor Development Program from the Southern New Hampshire Area Health Education Center, [http://www.snhahcec.org/preceptor\\_development/presources.htm](http://www.snhahcec.org/preceptor_development/presources.htm) retrieved 7/25/2004.

**Web based citations**

See Table III-2 for a sampling of useful Web sites.

**Table III-2**

<b>Organization</b>	<b>Website</b>
American Academy of Nurse Practitioners	<a href="http://www.aanp.org">http://www.aanp.org</a>
American College of Cardiology	<a href="http://www.acc.org">http://www.acc.org</a>
American Diabetes Association	<a href="http://www.diabetes.org/home.jsp">http://www.diabetes.org/home.jsp</a>
American Heart Association	<a href="http://www.americanheart.org">http://www.americanheart.org</a>
Center for Disease Control	<a href="http://www.cdc.gov">http://www.cdc.gov</a>
Healthy People 2010	<a href="http://www.health.gov/healthypeople/default.htm">http://www.health.gov/healthypeople/default.htm</a>
Index of clinical trials: The Cochrane Library	<a href="http://www.cochrane.co.uk">http://www.cochrane.co.uk</a>
Medscape Nursing-online resources for clinicians	<a href="http://www.medscape.com/nurses">http://www.medscape.com/nurses</a>
Online Journal of the Am Acad of Family Physicians	<a href="http://www.aafp.org/online/en/home/publications/journals.html">www.aafp.org/online/en/home/publications/journals.html</a>
National Library of Medicine Medline searches	<a href="http://www.ncbi.nlm.nih.gov/PubMed">http://www.ncbi.nlm.nih.gov/PubMed</a>
National Center for Infectious Diseases	<a href="http://www.cdc.gov/ncidod/ncid.htm">http://www.cdc.gov/ncidod/ncid.htm</a>
National Guideline Clearinghouse	<a href="http://www.guideline.gov/">http://www.guideline.gov/</a>
Nurse.Org	<a href="http://www.nurse.org">http://www.nurse.org</a>
Pulmonary assessment: 1) Chest PE  2)Breath sounds (normal & abnormal)	<a href="http://www.meddean.luc.edu/lumen/MedEd/medicine/pulmonar/pulmonar.htm">http://www.meddean.luc.edu/lumen/MedEd/medicine/pulmonar/pulmonar.htm</a>  <a href="http://www.vh.org/adult/provider/internalmedicine/LungSounds/LungSounds.html">http://www.vh.org/adult/provider/internalmedicine/LungSounds/LungSounds.html</a>
Preventive Medicine: Report of the U.S. Preventive Services Task Force	<a href="http://odphp.osophs.dhhs.gov/pubs/guidecps/default.htm">http://odphp.osophs.dhhs.gov/pubs/guidecps/default.htm</a>
Radiology websites	<a href="http://www.radiologist.com/depts1a.htm">http://www.radiologist.com/depts1a.htm</a>
*Internet addresses are case-sensitive. NB: web addresses may change Updated 05/09/2008 by Ramona Pierce	

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The Preceptor(s) Curriculum Vita must be on file with the CON and the Preceptor Agreement must be completed by each student for every preceptor. Faculty and students with a UT ID can print the Required Preceptor Documents from <http://courses.utmem.edu/> and look under Nurse Communicator for an electronic copy of this document (*see following page for printed copy*).

## Preceptor Benefits

### **Outstanding Undergraduate and Graduate Preceptor Awards**

Each year the College of Nursing acknowledges preceptors who make outstanding contributions to the clinical education of students. Preceptors are nominated by faculty and supported by individual students who have been taught by the outstanding clinical preceptor. The Award which consists of a plaque and \$100.00 is presented at the Awards Luncheon during Alumni Day activities.

### **Library Privileges**

The UTHSC library is available to the public. Remote online access is available to preceptors who request this service. To request remote online access to the library please contact Tammy Vaughn, Administrative Coordinator (tevaughn@utmem.edu); 901 448-6407 who will request a net ID and password. In order for Tammy to receive this, she will request your Social Security number, your date of birth, and your name, including your middle initial. When preceptors are issued the net ID and password they can go to the Library on the UTHSC homepage to complete a request for access to online services.

### **CE Activities**

UTHSC CON faculty, staff and students may participate in CE activities offered at one-half the advertised price. The voucher is good for up to 8 contact hours for designated face-to-face continuing education programs; the voucher is also good for any of our online continuing education offerings. See the list of our continuing education offerings at [www.utmem.edu/nursing/conted](http://www.utmem.edu/nursing/conted). The CE Committee, in consultation with College of Nursing Administration will determine which programs will be offered at the discounted fee. Each year preceptors for the graduate students of the UTHSC CON will be awarded a voucher for the equivalent of a one-day continuing education program at no cost. This voucher will be in effect for one year from its issue and will be applicable to designated UTHSC CON CE activities. Preceptors may elect to use the voucher for synchronous as well as asynchronous CE activities.

<i>Venue</i>	<i>Specifics</i>
Synchronous	Equivalent to 8 contact hours maximum
Asynchronous	Equivalent to 8 contact hours maximum
Blended	Equivalent to 8 contact hours maximum

If a preceptor registers for a CE activity and does not participate (without prior notification) the CE hours that would have been awarded are forfeited. Eligible preceptors will be designated by the UTHSC CON faculty.

*\*Activities eligible for discounts/vouchers will be clearly identified on promotional publicity.*

# UTHSC CON FORMS

Students are responsible for insuring all evaluations are completed at the end of a course. The title of each form should assist students to determine who completes which form.

- *Preceptor Information* – Either students or the clinical preceptor must completely fill out this form and return it prior to beginning a preceptorship. The form is the student’s responsibility. If the student has more than one preceptor, a form must be completed for each preceptor.
- The *Student-Preceptor-Faculty Agreement* is to be filled out and read by all parties concerned prior to beginning a preceptorship. The form is the student’s responsibility. If the student has more than one preceptor, a form must be completed for each preceptor.
- The *Confirmation of Student-Preceptor-Faculty Agreement to Clinical Preceptorship* is to be filled out and signed by all parties concerned prior to beginning a preceptorship. It is the student’s responsibility to complete the form and obtain the proper signatures. If the student has more than one preceptor, a form must be completed for each preceptor.
- *Student Clinical Log* - **Students** will log clinical activities as specified.
- The *Student Clinical Performance Evaluation* will be **completed by the preceptor** for every student each semester after each rotation. The form is the student’s responsibility.
- The *Student Evaluation of Clinical Preceptor* form will be completed **by the student** each semester.
- The *Student Evaluation of Clinical Site* form will be completed **by the student** each semester.
- The *Faculty Clinical Supervision/Site Documentation* form will be completed **by the clinical faculty**.

## Preceptor Information

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First Name:	<input type="text"/>	Practice/Clinical Site:	<input type="text"/>
Last Name:	<input type="text"/>	Address:	<input type="text"/>
Title:	<input type="text"/>	City:	<input type="text"/>
Work Phone:	<input type="text"/>	State:	<input type="text"/>
Cell Phone:	<input type="text"/>	Postal Code:	<input type="text"/>
E-mail address:	<input type="text"/>		

---

### PRECEPTOR DEGREE INFORMATION (Check All that Apply)

#### Type of Degrees:

- |                                   |                              |                                 |
|-----------------------------------|------------------------------|---------------------------------|
| <input type="checkbox"/> BS/BA)   | <input type="checkbox"/> DO  | <input type="checkbox"/> MS/MSN |
| <input type="checkbox"/> BSN      | <input type="checkbox"/> JD  | <input type="checkbox"/> ND     |
| <input type="checkbox"/> DNSc/DNP | <input type="checkbox"/> MA  | <input type="checkbox"/> PharmD |
| <input type="checkbox"/> DrPH     | <input type="checkbox"/> MBA | <input type="checkbox"/> PhD    |
| <input type="checkbox"/> EdD      | <input type="checkbox"/> MD  |                                 |
- 

### PRECEPTOR PRACTICE INFORMATION (Check All that Apply)

#### Practice Area:

- |                                |   |                                  |
|--------------------------------|---|----------------------------------|
| <input type="checkbox"/> Acute | <input type="checkbox"/> Long Term Care | <input type="checkbox"/> Primary |
|--------------------------------|---|----------------------------------|

#### Practice Specialty:

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Acute Care      | <input type="checkbox"/> Administration | <input type="checkbox"/> Allergy/Immunology | <input type="checkbox"/> Anesthesia        |
| <input type="checkbox"/> Cardiology      | <input type="checkbox"/> Critical Care  | <input type="checkbox"/> Dermatology        | <input type="checkbox"/> Emergency         |
| <input type="checkbox"/> Family Practice | <input type="checkbox"/> Forensics      | <input type="checkbox"/> Gerontology        | <input type="checkbox"/> Internal Medicine |
| <input type="checkbox"/> Neonatal        | <input type="checkbox"/> OB/GYN         | <input type="checkbox"/> Ophthalmology      | <input type="checkbox"/> Orthopedics       |
| <input type="checkbox"/> Otolaryngology  | <input type="checkbox"/> Pediatrics     | <input type="checkbox"/> Psychiatric        | <input type="checkbox"/> Public Health     |
| <input type="checkbox"/> Surgery         | <input type="checkbox"/> Trauma         | <input type="checkbox"/> Other:             | <input type="text"/>                       |

**Preceptor Information (cont.)**

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**PRECEPTOR LICENSE INFORMATION:**

Type of License:	<input type="text"/>	State License Issued:	<input type="text"/>
License #:	<input type="text"/>	Expiration Date:	<input type="text"/>
Type of License:	<input type="text"/>	State License Issued:	<input type="text"/>
License #:	<input type="text"/>	Expiration Date:	<input type="text"/>
Type of License:	<input type="text"/>	State License Issued:	<input type="text"/>
License #:	<input type="text"/>	Expiration Date:	<input type="text"/>

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**PRECEPTOR CERTIFICATION INFORMATION (Check All that Apply)**

**Nurse Certification Specialty :**

<input type="checkbox"/> ACNP – Acute & Critical Nurse Practitioner	<input type="checkbox"/> ANP – Adult Nurse Practitioner	<input type="checkbox"/> CNAA – Certified Nursing Admin Advanced	<input type="checkbox"/> CNS – Clinical Nurse Specialist
<input type="checkbox"/> CRNA – Certified Registered Nurse Anesthetist	<input type="checkbox"/> FNP – Family Nurse Practitioner	<input type="checkbox"/> GNP – Gerontological Nurse Practitioner	<input type="checkbox"/> NNP – Neonatal Nurse Practitioner
<input type="checkbox"/> PMH – Psychiatric Mental Health	<input type="checkbox"/> PNP – Pediatric Nurse Practitioner	<input type="checkbox"/> SANE-A – Sexual Assault Nurse Examiner	<input type="checkbox"/> CNL -
<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>		

**Physician Board Certification:**

<input type="checkbox"/> Acute Care	<input type="checkbox"/> Allergy and Immunology	<input type="checkbox"/> Anesthesia	<input type="checkbox"/> Cardiology
<input type="checkbox"/> Critical Care	<input type="checkbox"/> Dermatology	<input type="checkbox"/> Emergency	<input type="checkbox"/> Family Practice
<input type="checkbox"/> Forensics	<input type="checkbox"/> Gerontology	<input type="checkbox"/> Internal Medicine	<input type="checkbox"/> Neonatal
<input type="checkbox"/> Neurology	<input type="checkbox"/> OB/GYN	<input type="checkbox"/> Ophthalmology	<input type="checkbox"/> Orthopedics
<input type="checkbox"/> Otolaryngology	<input type="checkbox"/> Pediatrics	<input type="checkbox"/> Psychiatric	<input type="checkbox"/> Public Health
<input type="checkbox"/> Surgery	<input type="checkbox"/> Trauma	<input type="checkbox"/> Other: <input type="text"/>	

**Pharmacist Board Certification:**

<input type="checkbox"/> Nuclear	<input type="checkbox"/> Nutrition Support	<input type="checkbox"/> Oncology	<input type="checkbox"/> Pharmacotherapy
<input type="checkbox"/> Psychiatry	<input type="checkbox"/> Other: <input type="text"/>		

**Preceptor Information (cont.)**

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**Other Provider Certification:**

Other:

Other:

**Current Certification #1:**

Expiration Date:

Years in Specialty Area:

- 1 to 5 years     6-to 10 years     11 to 15 years     16 to 20 years     Over 20 years

**Current Certification #2:**

Expiration Date:

Years in Specialty Area:

- 1 to 5 years     6-to 10 years     11 to 15 years     16 to 20 years     Over 20 years

**Current Certification #3:**

Expiration Date:

Years in Specialty Area:

- 1 to 5 years     6-to 10 years     11 to 15 years     16 to 20 years     Over 20 years

**Current Certification #4:**

Expiration Date:

Years in Specialty Area:

- 1 to 5 years     6-to 10 years     11 to 15 years     16 to 20 years     Over 20 years

**Certifying Body (Check All that Apply):**

AANP – American Academy of Nurse Practitioners     ABMS – American Board of Medical Specialties     AHNCC – American Holistic Nurses Cert. Corp.

ANCC – American Nurses Credentialing Cntr     BPS – Board of Pharm Specialties     Council on Certification of Nurse Anesthetists

NCC – National Certification Corporation     NAPNAP – National Association of Pediatric Nurse Practitioners

NPD – Nuclear Pharmacy Board    Other:

Other:

*Preceptor Information (cont.)*

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**Number of Students Precepted Concurrently with UTHSC Students (This includes all students, not just UTHSC students and not just nursing students.)**

Number of Students Precepted Currently:

Summer/Fall Term       Winter/Spring Term

**Current UTHSC Students:**

Student's Name:       Term:

Degree Program:

Major Advisor:       Expected Date of Graduation:

Advanced Practice Program:

FNP       Acute Care       Neonatal

Forensic       Public Health       Psych

Student's Name:       Term:

Degree Program:

Major Advisor:       Expected Date of Graduation:

Advanced Practice Program:

FNP       Acute Care       Neonatal

Forensic       Public Health       Psych

Student's Name:       Term:

Degree Program:

Major Advisor:       Expected Date of Graduation:

Advanced Practice Program:

FNP       Acute Care       Neonatal

Forensic       Public Health       Psych

***Preceptor Information (cont.)***

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Student's Name:  Term:   
Degree Program:   
Major Advisor:  Expected Date of Graduation:   
Advanced Practice Program:  
 FNP       Acute Care       Neonatal  
 Forensic       Public Health       Psych

Student's Name:  Term:   
Degree Program:   
Major Advisor:  Expected Date of Graduation:   
Advanced Practice Program:  
 FNP       Acute Care       Neonatal  
 Forensic       Public Health       Psych

Student's Name:  Term:   
Degree Program:   
Major Advisor:  Expected Date of Graduation:   
Advanced Practice Program:  
 FNP       Acute Care       Neonatal  
 Forensic       Public Health       Psych

Student's Name:  Term:   
Degree Program:   
Major Advisor:  Expected Date of Graduation:   
Advanced Practice Program:  
 FNP       Acute Care       Neonatal  
 Forensic       Public Health       Psych

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

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Course # \_\_\_\_\_

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

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

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

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

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

**Preceptor Responsibilities:**

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

**Nursing Program/Faculty Responsibilities:**

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

*Nursing Program/Faculty Responsibilities:*

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 and 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)*

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

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

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

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

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

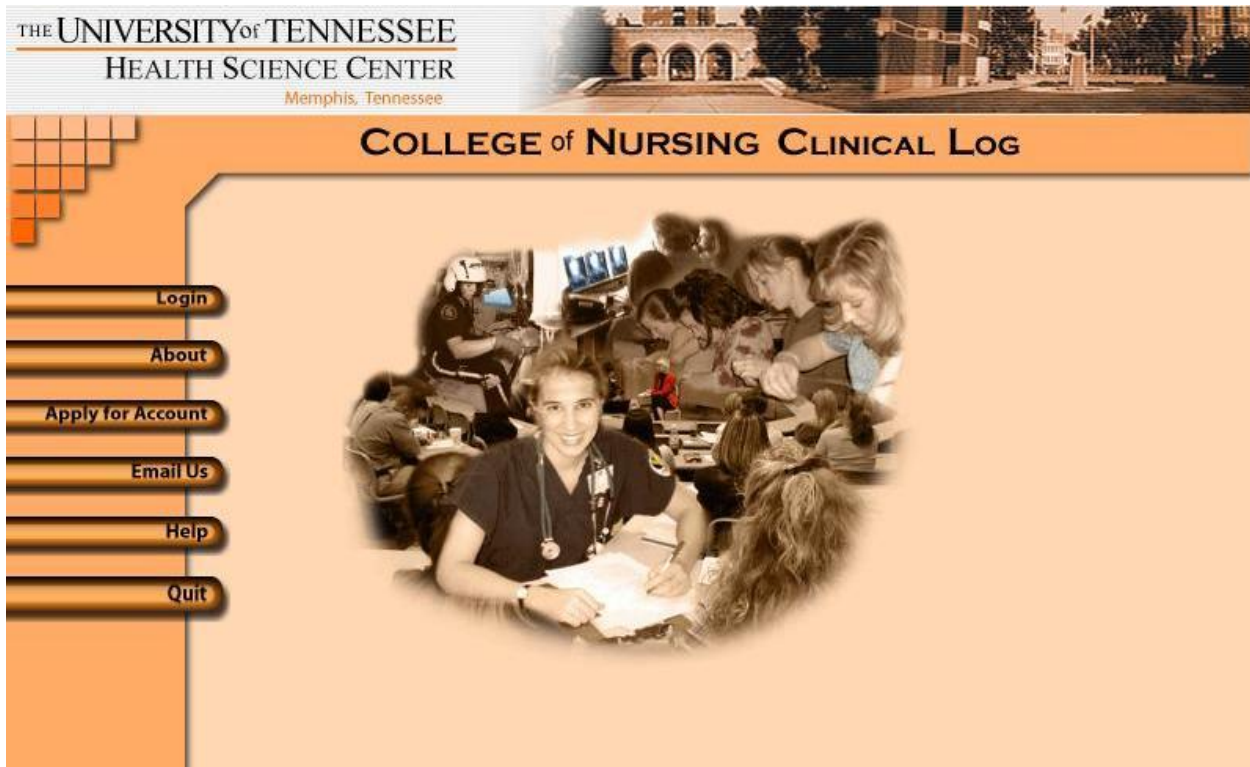
**Site Address:** \_\_\_\_\_

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

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

**The University of Tennessee Health Science Center  
College of Nursing  
DNP Psychiatric Mental Health Nursing Option  
Clinical Log**

Clinical Log located at  
<https://nursingapps.nursing.vanderbilt.edu/clinicallog/collaborative/mainmenu/index.html>



**The University of Tennessee Health Science Center**  
**College of Nursing**  
**DNP Psychiatric Mental Health Nursing Option**  
***Student Clinical Performance Evaluation***  
(Completed after each clinical rotation)

Preceptor's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

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

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

# of Hours Completed: \_\_\_\_\_

Course Title & #: \_\_\_\_\_

	CONSIDERABLE guidance needed	MINIMAL guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
<b>MANAGEMENT OF PATIENT/CLIENT HEALTH/ILLNESS STATUS</b>					
A. Assesses and discusses acquired and inherited vulnerability for <b>ALL</b> aspects of health					
B. Demonstrates critical thinking in <b>ALL</b> comprehensive assessments, diagnoses and clinical decision-making					
C. Implements evidence-based interventions for psychiatric mental health disorders or mental health problems					
D. Collaborates with other health professionals to manage non-psychiatric aspects of patient care					
<b>THE NURSE-PATIENT/CLIENT RELATIONSHIP</b>					
A. Manages the phases of the nurse-patient relationship					
B. Demonstrates effective communication in all interactions					
C. Uses the nurse-patient relationship to facilitate therapeutic patient outcomes					

D. Monitors self for personal growth and enhancement of therapeutic effectiveness					
E. Analyzes legal and ethical aspects of the confidential nurse-patient relationship					
F. Incorporates cultural aspects of patient throughout nurse-patient relationship					
<b>THE TEACHING-COACHING FUNTION FOR PATIENT/CLIENT</b>					
A. Analyzes patient capacity for comprehension and readiness to change based on psychiatric symptoms					
B. Provides psychoeducational interventions for patients					
C. Explores actual & potential consequences of patient behavior on relationships and health					
<b>PROFESSIONAL ROLE</b>					
A. Develops and implements Psychiatric Mental Health APRN role					
B. Collaborates as a member of the interdisciplinary mental health team					
C. Provides consultation to health care providers and others to enhance quality and improve organizational health					
D. Upholds ethical and legal standards related to provision of mental health care.					
E. Participates in professional organizations					
<b>MANAGING AND NEGOTIATING HEALTH CARE DELIVERY SYSTEMS</b>					
A. Advocates for access and parity for mental health problems, psychiatric disorders, and addiction services					
B. Practices within scope of practice					
C. Decreases the effects of stigma on mental health care through personal advocacy in all encounters					
<b>MONITORING AND ENSURING THE QUALITY OF HEALTH CARE PRACTICE</b>					
A. Continuously evaluates effectiveness of care based on accepted evidenced-based criteria					
B. Seeks consultation/supervision at regular intervals to enhance own practice					
<b>CULTURAL COMPETENCE</b>					
A. Recognizes effects of culture on expression on mental health and illness					

B. Respects bio-psycho-social-cultural-spiritual variables that effect psychiatric/mental health care					
Student Strengths:	Areas for development/improvement:				

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

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

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

**The University of Tennessee Health Science Center  
College of Nursing  
DNP Psychiatric Mental Health Nursing Option  
Student Evaluation of Clinical Preceptor  
(Completed each semester)**

Preceptor's Name: \_\_\_\_\_ Clinical Site: \_\_\_\_\_

Student's Name: \_\_\_\_\_

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

- 1 - almost always
- 2 - usually
- 3 - sometimes
- 4 - rarely
- 5 - almost never

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

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

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

**The University of Tennessee Health Science Center  
College of Nursing  
DNP Psychiatric Mental Health Nursing Option  
Student Evaluation of Clinical Site  
(Completed each semester)**

Course Name/Number: \_\_\_\_\_

Term/Year: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

Name of Unit: \_\_\_\_\_

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

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

Common Patient Population: \_\_\_\_\_

- 1 - almost always
- 2 - usually
- 3 - sometimes
- 4 - rarely
- 5 - almost never

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

	1	2	3	4	5
1. Do clinical experiences correlate with course outcomes?					
2. Do students have adequate (census, acuity) learning experiences?					
3. Do students have adequate role models/preceptors?					
4. Are staff receptive to students?					

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The University of Tennessee Health Science Center  
College of Nursing  
DNP Psychiatric Mental Health Nursing Option  
Clinical Faculty Supervision/Site Visit Documentation**

Date of Meeting/Call: \_\_\_\_\_

Type of Review: \_\_\_\_\_  
*(i.e. phone call, site visit, on campus, etc.)*

Student's Name: \_\_\_\_\_

Preceptor's Name: \_\_\_\_\_

Clinical Facility: \_\_\_\_\_ Location: \_\_\_\_\_

Term (i.e. Summer/Fall or Winter/Spring): \_\_\_\_\_ Year: \_\_\_\_\_

Option: \_\_\_\_\_

Clinical Faculty Reporting: \_\_\_\_\_

**Evaluation of Experience (Preceptor, Student, Clinical Site):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
*(Signature)*

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