University of Colorado
Colorado Springs

Site Visitor Handbook

For

Family, Adult/Gerontology &

Psychiatric Mental Health

Nurse Practitioner Students

Helen and Arthur E Johnson Beth-El College of
Nursing and Health Sciences
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MISSION STATEMENT

Our mission is to develop exceptional nurses through innovative and experiential education, scholarship, and service.

VISION STATEMENT

Our vision is to create healthier communities by inspiring excellence through nursing leadership and lifelong learning.

OVERVIEW OF THE CLINICAL PRACTICUM EXPERIENCE

The goal of the nurse practitioner clinical practicum experience is to engage students in varied, quality clinical experiences.

Clinical practicum experiences in the FNP/AGNP options are embedded in primary care courses of 90 or 110 hours each and a final practicum of 360 or 440 hours designed to provide a synthesis experience for the student. Clinical Practicum experiences in the PMHNP option are embedded in psychiatric mental health courses of 135 or 165 hours each and a final practicum of 225 or 275 hours designed to provide a synthesis experience for the student.

The number of hours required depends on the students' date of admission and cohort, as the college transitions to requiring an increased number of clinical hours, as recommended by the National Organization of Nurse Practitioner Faculties (NONPF).

Students must complete a total of 630 or 770 practicum hours in primary care to meet the requirements for graduation.

SITE EVALUATIONS

During the course of the semester, each student will receive at least one site visit unless their preceptor is a site visitor or faculty. The type of visit assigned will be based on the location of the student and the preference of the preceptor and/or site visitor.

The clinical site visitor acts as the liaison between Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences, the student, and the clinical site.

The role of the clinical site visitor is to:

- Assist the student in role development and answer questions as they arise
- Provide an evaluation via phone or onsite
- Evaluate the student's learning experience and report to the College any concerns
- Relay any information or questions from the preceptor and/or student

PAYMENT FOR SITE VISIT

Site Visitors are paid at the end of the semester. Payment is based on their site visit assignment and the type of visit conducted.

Onsite visits are paid at a rate of 150.00 and phone visits at a rate of 75.00.

Mileage is paid at the current rate and can fluctuate. Mileage is only paid for on-site visits that are away from the visitor's home area. Site visitors submit their mileage to the Clinical Practicum Coordinator for reimbursement.

ONBOARDING

Once hired, site visitors will receive an email from the Graduate Clinical Practicum Coordinator, Denise Ostovich, with directions on "next steps." They will also receive a personal UCCS email address from upper campus.

- Once the site visitor has a UCCS email address, they should notify Denise Ostovich so she can forward their information to Medatrax, the electronic

tracking system. Medatrax will send information on how to register and tutorials that will direct the site visitor on how to complete evaluations.

- Site visitors will receive a new contract from Human Resources via their UCCS email each semester that must be signed before completing visits.

PROCEDURE FOR SITE VISIT

- Review assignments and corresponding grids sent from Denise Ostovich at the beginning of each semester.
- Contact assigned students within the first week of receiving the assignment.
- Introduce yourself and state your reason for emailing them. You can ask them for any additional information, such as how many clinical hours they have completed so far in the program, if that will help to evaluate them.
- Set up your visits by asking the student to reach out to their preceptor for dates and times that would work for a phone or onsite visit. You can also give your phone number to the student and ask the preceptor to call you at their convenience.
- Students should be at least halfway through their hours before a site visit is completed.
- The student does not need to be in attendance for a phone visit.
- If you are completing an onsite visit, explain that you will need to watch the student do a visit with a patient or two and have a 5-10 minute conversation with the preceptor. Then you should have a conversation with the student separately.
- You should use the evaluation form for your own reference but do not ask the preceptor every question verbatim.
- If the preceptor brings up any concerns, ask for specifics and whether they have discussed this with the student or plan to.
- Notify Denise Ostovich of any negative findings or concerns brought up by the preceptor.
- Complete the electronic evaluation in Medatrax prior to the due date Denise Ostovich has set.

CLINICAL PRACTICUM EXPECTATIONS

The expectation is that students **will progress** from requiring close supervision and needing consistent guidance in the first practicum experience to seeing a schedule of clients independently with their preceptor's support by the end of their last clinical class.

Clinical Skills and Medical Knowledge

- Obtains accurate, relevant patient history and performs correct, focused and/or comprehensive physical examination
- Selects appropriate diagnostic tests, interprets labs/imaging
- Develops appropriate differential diagnoses
- Demonstrates sound clinical judgement

Patient Management

- Develops appropriate treatment plans and adjusts plans based on patients' needs
- Uses evidence-based guidelines
- Prescribes medications safely and appropriately, recommending non-drug therapies
- Recognizes when to seek help or refer

Communication & Patient Interaction

- Communicates clearly using plain language, open-ended questions, and listens effectively
- Explains diagnoses and plans understandably and encourages the patient in shared decision making
- Shows empathy and professionalism

Teamwork & Workflow

- Works effectively with the healthcare team
- Communicates patient case clearly to preceptor/team, accepting feedback and applying it
- Manages time and patient flow appropriately

Professionalism

- Arrives prepared and on time
- Maintains patient confidentiality and demonstrates respect for patients and the team
- Practices within the level of training
- Shows awareness of cultural/social factors in care

PRECEPTORS

Preceptors are sent electronic letters through Medatrax at the beginning of the semester offering suggestions in regard to expectations for the clinical experience based on the students' progression in the program. These letters are based on the student's option and rotation (Appendix B).

Preceptors receive an electronic letter from Medatrax at the end of the semester verifying clinical hours precepted. If they did not receive the letter or would like a hard copy letter verifying these hours, reach out to Denise Ostovich.

Preceptors are not required to verify hours in Medatrax, as hours will be verified through the students' time log.

Preceptors are asked to complete a site visit along with a separate preceptor evaluation form. If they mention they do not have time for both, please relay this information to Denise Ostovich.

If a preceptor would like additional guidance, you can refer them to the resources below:

https://www.nonpf.org/page/PreceptorPortal

https://www.aanp.org/practice/clinical-resources-for-nps/np-preceptor-knowledge-center

APPENDIX A

Site Visitor Evaluation of Nurse Practitioner Student

Student Name: _____
Preceptor: _____
Site Name: _____
Visit Type (phone or onsite): _____

Rating Scale

1 = Needs significant improvement: below expected level (Performance is inconsistent, unsafe, incomplete, or requires continuous prompting)
2 = Developing: needs guidance often (Performs tasks with guidance; beginning to integrate knowledge, skills, and judgment)
3 = Competent: occasional guidance (Performs safely and effectively with minimal prompting; demonstrates consistent progress)
4 = Advanced: functions at or near independent level (Performs independently, synthesizes information, anticipates needs, and demonstrates high-level competency for their level
N/O = Not Observed

1: CLINICAL COMPETENCE

Competency	1	2	3	4	N/O
Gathers accurate, focused and/or comprehensive history	☐	☐	☐	☐	☐
Performs appropriate physical exam with correct technique	☐	☐	☐	☐	☐
Demonstrates clinical reasoning in real time	☐	☐	☐	☐	☐
Develops appropriate differential diagnoses	☐	☐	☐	☐	☐
Selects and interprets diagnostic tests appropriately	☐	☐	☐	☐	☐
Develops safe, evidence-	☐	☐	☐	☐	☐

based plans of care					
Adjusts treatment plan based on patient response/data	☐	☐	☐	☐	☐

2: PATIENT-CENTERED CARE

Competency	1	2	3	4	N/O
Builds rapport and therapeutic relationships	☐	☐	☐	☐	☐
Communicates clearly using patient-friendly language	☐	☐	☐	☐	☐
Engages patient in shared decision-making	☐	☐	☐	☐	☐
Provides appropriate patient education	☐	☐	☐	☐	☐
Incorporates social determinants of health into care	☐	☐	☐	☐	☐

3: CLINICAL MANAGEMENT & EVIDENCE USE

Competency	1	2	3	4	N/O
Uses evidence-based guidelines appropriately	☐	☐	☐	☐	☐
Demonstrates safe prescribing practices	☐	☐	☐	☐	☐
Incorporates non-pharmacologic management	☐	☐	☐	☐	☐

Recognizes limits and seeks guidance appropriately	☐	☐	☐	☐	☐
Applies feedback to improve clinical decisions	☐	☐	☐	☐	☐

4: INTERPROFESSIONAL PRACTICE

Competency	1	2	3	4	N/O
Communicates effectively with preceptor and team	☐	☐	☐	☐	☐
Presents patient cases clearly and concisely	☐	☐	☐	☐	☐
Participates appropriately in team-based care	☐	☐	☐	☐	☐
Demonstrates respect for all team members	☐	☐	☐	☐	☐

5: SYSTEMS-BASED PRACTICE

Competency	1	2	3	4	N/O
Manages time and patient flow effectively	☐	☐	☐	☐	☐
Uses clinical systems (EHR, workflow) appropriately	☐	☐	☐	☐	☐
Considers cost, access, and care coordination	☐	☐	☐	☐	☐

6: PROFESSIONALISM

Competency	1	2	3	4	N/O
Demonstrates accountability	☐	☐	☐	☐	☐

and reliability					
Practices within scope and training level	☐	☐	☐	☐	☐
Accepts and incorporates feedback	☐	☐	☐	☐	☐
Demonstrates cultural humility and respect	☐	☐	☐	☐	☐
Maintains patient confidentiality and ethics	☐	☐	☐	☐	☐

7: OVERALL PERFORMANCE

Overall Rating: ☐1 ☐2 ☐3 ☐4 ☐N/O

Is the student at the appropriate level for where they are in the program? ☐ Yes ☐ No, please explain

_____

Strengths:

_____

Areas for Improvement:

_____

If this were an on-site visit, what were your observations:

_____

_____

Site Visitor: _____ Date: _____

1st ROTATION FNP/AGNP STUDENT

Hello

I wanted to provide some information regarding the expectations of our students in the clinical setting. This is a first-rotation student, which means they have completed 45 hours of a health assessment class, but this is their first opportunity to interview and examine patients.

Suggested Guidelines

-You can ask the student to explain what their goals are for this rotation, what class they are in, and what types of patients they would like to focus on.

-Please be sure to let them know your expectations also.

-Observation/Shadowing should be no more than a day or so.

--Use of artificial intelligence (AI) should be minimal during clinical training, as students must first develop foundational knowledge, clinical reasoning, and independent decision-making skills before relying on AI-supported prompts.

-The student should focus on taking an appropriate history, review of systems, and an exam.

-They should practice presenting patients to you, and you should feel free to give feedback.

-They can chart in the EMR if allowed at your site.

-They should begin to consider differential diagnoses.

-The expectation for a first rotation student is to see an average of one patient per hour

-When completing the preceptor evaluation, **please choose from the rating scale the most accurate definition of where the student is performing during this rotation.**

While the student is new to this role, they should be taking the initiative to begin learning the fundamentals of transitioning from an RN to the provider role.

Feel free to reach out to me for any additional clarification, and thank you again for taking the time to precept our nurse practitioner student.

Denise Ostovich, MPA, MSN, RN

mostovic@uccs.edu

1st ROTATION PMHNP STUDENT

Hello

I wanted to provide some information regarding the expectations of our students in the clinical setting. This is a first-rotation student, which means they have completed 45 hours of a health assessment class, but this is their first opportunity to interview and examine psychiatric patients.

Suggested Guidelines

-You can ask the student to explain what their goals are for this rotation, what class they are in, and what types of patients they would like to focus on.

-Please be sure to let them know your expectations also.

-Observation only should be no more than a day or so.

-Use of artificial intelligence (AI) should be minimal during clinical training, as students must first develop foundational knowledge, clinical reasoning, and independent decision-making skills before relying on AI-supported prompts.

-The student should focus on taking an appropriate psychiatric assessment (including a MSE) and administer/interpret screening tools (such as PHQ or GAD).

-They should practice presenting assessments to you, and you should feel free to give feedback.

-They can chart in the EMR if allowed at your site.

-They should begin to consider differential diagnoses.

-The expectation for a first rotation student is to continue to observe as well as complete assessments independently as determined appropriate.

-When completing the preceptor evaluation, **please choose from the rating scale the most accurate definition of where the student is performing during this rotation.**

While the student is new to this role, they should be taking the initiative to begin learning the fundamentals of transitioning from an RN to the provider role.

Feel free to reach out to me for any additional clarification, and thank you again for taking the time to precept our nurse practitioner student.

Denise Ostovich, MPA, MSN, RN

mostovic@uccs.edu

2nd or 3rd ROTATION FNP/AGNP STUDENT

Hello

I wanted to provide some information regarding the expectations of our students in the clinical setting. This is a second or third rotation student, which means they have completed 45 hours of a health assessment class, and 90-220 precepted clinical hours depending on their rotation.

Suggested Guidelines

-You can ask the student to explain what their goals are for this rotation, what class they are in, and what types of patients they would like to focus on.

-Please be sure to let them know your expectations also.

- Observation/Shadowing should be no more than a day or so.

-Use of artificial intelligence (AI) should be minimal during clinical training, as students must first develop foundational knowledge, clinical reasoning, and independent decision-making skills before relying on AI-supported prompts.

-The student should be able to complete a basic history, ROS, and exam.

-They should be presenting patients to you.

-They should be offering differentials, testing, and treatment options. Feel free to offer feedback on missed diagnoses and inappropriate testing/treatment.

-If allowed, they should be charting in the EMR with your feedback.

-The expectation for a second/third rotation is to average seeing a patient every 45 minutes.

-When completing the preceptor evaluation, **please choose from the rating scale the most accurate definition of where the student is performing during this rotation.**

The student should be taking initiative as they move into the provider role.

Feel free to reach out to me for any additional clarification, and thank you again for taking the time to precept our nurse practitioner student.

Denise Ostovich, MPA, MSN, RN

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2nd or 3rd ROTATION PMHNP STUDENT

Hello

I wanted to provide some information regarding the expectations of our students in the clinical setting. This is a second or third rotation student, which means they have completed 45 hours of a health assessment class, and 135-330 precepted clinical hours depending on their rotation.

Suggested Guidelines

-You can ask the student to explain what their goals are for this rotation, what class they are in, and what types of patients they would like to focus on.

-Please be sure to let them know your expectations also.

-Use of artificial intelligence (AI) should be minimal during clinical training, as students must first develop foundational knowledge, clinical reasoning, and independent decision-making skills before relying on AI-supported prompts.

-The student should be able to complete a psychiatric assessment, formulate differential diagnoses, and begin developing treatment plans (to include pharmacological and non-pharmacological). Feel free to offer feedback on missed diagnoses and inappropriate testing/treatment.

-They should be presenting patients to you.

-If allowed, they should be charting in the EMR with your feedback.

-The expectation for a second/third rotation is to see patients independently as deemed appropriate.

-When completing the preceptor evaluation, **please choose from the rating scale the most accurate definition of where the student is performing during this rotation.**

The student should be taking initiative as they move into the provider role.

Feel free to reach out to me for any additional clarification, and thank you again for taking the time to precept our nurse practitioner student.

Denise Ostovich, MPA, MSN, RN

mostovic@uccs.edu

FNP/AGNP SYNTHESIS STUDENT

Hello

I wanted to provide some information regarding the expectations of our students in the clinical setting. This is a synthesis student, which means they have completed 45 hours of a health assessment class and a minimum of 270 precepted clinical hours.

Suggested Guidelines

-You can ask the student to explain what their goals are for this rotation, and what types of patients they would like to focus on.

-Please be sure to let them know your expectations also.

- Observation/Shadowing should be no more than a day or so (with the exception of a specialty site)

-Use of artificial intelligence (AI) should be minimal during clinical training, as students must first develop foundational knowledge, clinical reasoning, and independent decision-making skills before relying on AI-supported prompts.

-Depending on where the student is regarding their synthesis hours, the student should be able to do an entire visit (history, ROS, exam, diagnostics, diagnosis and treatment/education) by themselves with little input from you.

-They should be charting in a timely manner.

-They should be seeing a patient every 30 minutes as they get closer to graduation.

-When completing the preceptor evaluation, **please choose from the rating scale the most accurate definition of where the student is performing during this rotation.**

The student should be taking a lot of initiative and functioning close to the level of a new nurse practitioner about to graduate. Please reach out asap if you feel this student is not where they should be in regard to these expectations.

Thank you for precepting,

Denise Ostovich, MPA, MSN, RN

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PMHNP SYNTHESIS STUDENT

Hello

I wanted to provide some information regarding the expectations of our students in the clinical setting. This is a synthesis student, which means they have completed 45 hours of a health assessment class, and a minimum of 405 precepted clinical hours.

Suggested Guidelines

-You can ask the student to explain what their goals are for this rotation, and what types of patients they would like to focus on.

-Please be sure to let them know your expectations also.

-Use of artificial intelligence (AI) should be minimal during clinical training, as students must first develop foundational knowledge, clinical reasoning, and independent decision-making skills before relying on AI-supported prompts.

- After the first few clinicals, the student should be able to do an entire visit (psychiatric assessment, diagnosis, and treatment plan) by themselves with little input from you.

-They should be charting in a timely manner.

-They should be seeing patients independently as deemed appropriate and present findings to you.

-When completing the preceptor evaluation, **please choose from the rating scale the most accurate definition of where the student is performing during this rotation.**

The student should be taking a lot of initiative and functioning close to the level of a new nurse practitioner about to graduate. Please reach out asap if you feel this student is not where they should be in regard to these expectations.

Thank you for precepting,

Denise Ostovich, MPA, MSN, RN

mostovic@uccs.edu