



University of Colorado
Colorado Springs

Preceptor Handbook
For
Family and Adult/Gerontology
Nurse Practitioner Students

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

1420 Austin Bluffs Parkway
Colorado Springs, Co 80918
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 One Minute Preceptor



University of Colorado
Colorado Springs

October 13, 2023

Dear Preceptor:

Thank you for your willingness to serve as a preceptor for the nurse practitioner students at Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences at the University of Colorado Colorado Springs (UCCS). The faculty appreciates your interest in being an integral part in the education of future family and adult-gerontology nurse practitioners. The University could not provide a quality educational experience for these students without you!

The purpose of this handbook is to provide you with information about various aspects of the nurse practitioner curriculum at the College of Nursing. It includes guidelines for the preceptor's role with regards to teaching, supervising, and evaluating students.

It is a goal of the College to work with preceptors to foster a rich educational experience for students. The expected clinical experiences for students follow the recommendations and requirements of the Commission on Collegiate Nursing Education (CCNE) which is the national accreditation body for the College.

If you have any concerns about a student's performance or professional behavior during the course of the semester please contact me so corrective measures can be taken.

We appreciate your participation in this educational experience and want to make this experience as smooth as possible.

Sincerely,

Denise Ostovich

Denise Ostovich, MSN, MPA, RN
Graduate Clinical Practicum Coordinator
Helen and Arthur E. Johnson Beth-El College of Nursing & Health Sciences
University of Colorado Colorado Springs

Helen and Arthur E. Johnson
Beth-El College of Nursing and Health Sciences
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IMPORTANT CONTACT INFORMATION

Please call or email the faculty at the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences if you have any questions.

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HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF NURSING AND HEALTH SCIENCE UNIVERSITY OF COLORADO COLORADO SPRINGS

VISION

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

MISSION

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

PRECEPTOR ROLE AS EDUCATOR

A preceptor is one who guides the student's clinical learning experience while acting as a role model. The preceptor helps to promote the nurse practitioner role through facilitating student autonomy and promotes self-confidence that leads to clinical competency.

- Directs overall goals and objectives for the clinical practicum experience based on student outcome objectives provided by the student, and/or college faculty
- Identifies and discusses learner needs to meet the course objectives

- Assesses the nature of the patient-care encounters to enable the student to meet their learning objectives
- Utilizes appropriate teaching methods to help the student meet his/her learning objectives
- Evaluates whether the learner objectives have been achieved
- Provides feedback to the learner
- Demonstrates attitudes and qualities consistent with the ethics of the health professions, to include:
 - Possession of leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups
 - Respect for the student's faculty, curriculum, and program
 - Communicates the ability to cope with multiple variables in the clinical setting while carrying out all patient and colleague interactions.

OVERVIEW OF THE CLINICAL PRACTICUM EXPERIENCE

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

Clinical practicum experiences are embedded in primary care courses (90 hours each) and a final practicum of 360 hours designed to provide a synthesis experience for the student. Students must complete a total of 630 practicum hours in primary care to meet the requirements for graduation. The expectation is that students will progress from requiring close supervision in the first practicum experience to seeing a schedule of clients independently with your support by the end of their last clinical class. The Master of Science in Nursing Degree requirements are outlined in Appendix B.

INITIAL REQUIREMENTS

- Now that you have agreed to be a preceptor, the student will be required to fill out a clinical-site sheet with specific documentation requirements. This information includes: your name, credentials, and a current email address to complete this process.
- Preceptors are asked to provide a resume in accordance with CCNE requirements as well.
- The student will contact you to mutually agree upon what dates and number of hours for the clinical experience.
- Please clarify with the student the procedure the student should follow to contact you in case of an illness or emergency when they cannot attend clinical.

EVALUATION REQUIREMENTS

- Preceptors are expected to complete an evaluation at the end of the semester on the student's performance. Samples of these forms can be found in Appendix A.
- Once the student adds a preceptor's name to medatrax an email will be sent to the address that you provided with a link and password so that you may access the student's evaluation form through Medatrax, the University's clinical tracking program. The evaluation form is completed in the Medatrax system. If you do not receive this email reach out to Denise Ostovich at mostovic@uccs.edu.

SITE EVALUATIONS

During the course of the semester each student will receive at least one site-visit. Phone visits are conducted for students who are a distance from Colorado Springs. The student will coordinate any details between the preceptor and site visitor.

EXPECTATIONS OF STUDENT FOR CLINICAL PRACTICUM EXPERIENCE

1st PRACTICUM COURSE

- Gathers comprehensive health history and accurately conducts physical examination techniques appropriate for a comprehensive and focused examination
- Begins to develop differential diagnoses for the presenting problem
- Beginning suggestions for evidence-based interventions and referrals for presenting problem
- Demonstrates use of practice guidelines and other resources in the care of the patient
- Begins to demonstrate critical thinking in clinical decision-making and adjusts interventions based on outcomes

2nd PRACTICUM COURSE

- Develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care
- Incorporates the roles of provider, educator, consultant, administrator, and researcher in NP role as appropriate and articulates role to public and other health care professionals.
- Begins to independently suggest evidence-based non-pharmacologic and pharmacologic interventions for acute and chronic conditions.
- Demonstrates critical thinking in clinical decision-making and adjusts interventions based on outcomes
- Participates in clinical discussions and contributes relevant knowledge of recent research

3rd PRACTICUM COURSE

- Independently suggests evidence-based non pharmacologic and pharmacologic interventions for presenting problem
- Begins to assist patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs, and priorities.
- Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation.
- Uses community assessment information to evaluate client needs, initiate referrals, and coordinate care when applicable
- Manages patient care and refers to specialty services as appropriate within the existing health care delivery system

FINAL PRACTICUM COURSE

- Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care
- Assesses, diagnoses, monitors, coordinates, and manages the health/illness status of patients over a period of time when applicable.
- Demonstrates skills in negotiating, consensus building and partnering with health care team members.
- Understands basic business and management strategies to function as manager for the provision of quality care and efficient use of resources.
- Monitors quality of care via self, peer, and quality assurance methods

APPENDIX A

**Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
Preceptor Assessment of Student
Graduate Nursing Student - Nurse Practitioner Option
1st Clinical Course**

Student Name: _____ Date: _____

Preceptor Name: _____ Clinical Site: _____

Key: **1= Unsatisfactory** at NP role (C< 80%) **2= Novice** at NP role (B- 80%-84%) **3= Competent** at NP role (B 84%-89%)
 4= Proficient at NP role (A- 90%-94%) **5= Mastery** of NP Role (A 95%-100%) **NA/O= Not applicable, Not observed**

COMPETENCY	EVALUATION						COMMENTS
Patient Management (Domain 1)	1	2	3	4	5	NA/O	
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs appropriate examination using correct techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Begins to develop differential diagnoses for presenting problem while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Considers evidence-based non-pharmacologic and pharmacologic interventions for presenting problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Begins to demonstrate critical thinking in clinical decision-making and adjust intervention as needed based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Communicates effectively using professional terminology, format, and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Documents visit thoroughly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Maintains professional boundaries and patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patient Education (Domain 3)	1	2	3	4	5	NA/O	
• Assesses patient's educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides age and education-appropriate information about condition management and health promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	

COMPETENCY	EVALUATION						COMMENTS
<ul style="list-style-type: none"> • Begins to incorporate the roles of provider and educator in the NP role and articulates role to public and other health care professionals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Interacts collaboratively with team members 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Appropriately seeks assistance from preceptor 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Participates in clinical discussions and contributes relevant knowledge of recent research 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> • Demonstrate respect for patients and delivers culturally sensitive care 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Recognizes spiritual and emotional needs of patient 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

hours completed by this student in my clinical setting

Preceptor Signature (Type your name in the box):

Date:

Additional Comments:

Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
 Preceptor Assessment of Student
 Graduate Nursing Student - Nurse Practitioner Option
 2nd Clinical Course

Student Name: _____ Date: _____

Preceptor Name: _____ Clinical Site: _____

Key: 1= **Unsatisfactory** at NP role (C< 80%) 2= **Novice** at NP role (B- 80%-84%) 3= **Competent** at NP role (B 84%-89%)
 4= **Proficient** at NP role (A- 90%-94%) 5= **Mastery** of NP Role (A 95%-100%) NA/O= **Not applicable, Not observed**

COMPETENCY	EVALUATION						COMMENTS
Patient Management (Domain 1)	1	2	3	4	5	NA/O	
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs appropriate examination using correct techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Orders and correctly interprets cost-effective diagnostic and health screening tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Begins to independently suggest evidence-based non-pharmacologic and pharmacologic interventions for acute and chronic conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Communicates effectively with preceptor using professional terminology, format, and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Maintains professional boundaries and patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patient Education (Domain 3)	1	2	3	4	5	NA/O	
• Assesses patient's educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides age and education-appropriate information about condition management and health promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
• Incorporates the roles of provider, educator, consultant, administrator, and researcher in NP role as appropriate and articulates role to public and other health care professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Interacts collaboratively with team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Appropriately seeks assistance from preceptor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

COMPETENCY	EVALUATION						COMMENTS
<ul style="list-style-type: none"> Participates in clinical discussions and contributes relevant knowledge of recent research 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiating health care systems (Domain 5)							
<ul style="list-style-type: none"> Practices within authorized scope of practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Demonstrate respect for patients and delivers culturally sensitive care 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Provides care that meets spiritual and emotional needs of patient 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

hours completed by this student in my clinical setting

Preceptor Signature (Type your name in the box):

Date:

Additional Comments:

Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
 Preceptor Assessment of Student
 Graduate Nursing Student, Nurse Practitioner Option
3rd Clinical Course

Student Name: _____ Date: _____

Preceptor Name: _____ Clinical Site: _____

Key: **1= Unsatisfactory** at NP role (C< 80%) **2= Novice** at NP role (B- 80%-84%) **3= Competent** at NP role (B 84%-89%)
4= Proficient at NP role (A- 90%-94%) **5= Mastery** of NP Role (A 95%-100%) **NA/O= Not applicable, Not observed**

COMPETENCY	EVALUATION						COMMENTS
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs appropriate examination using correct techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Orders and correctly interprets cost-effective diagnostic and health screening tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Independently suggests evidence-based non pharmacologic and pharmacologic interventions for presenting problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Communicates effectively with preceptor using professional terminology, format, and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Begins to assist patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs, and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Facilitates decision-making linked to patient's concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Maintains professional boundaries and patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patient Education (Domain 3)	1	2	3	4	5	NA/O	

COMPETENCY	EVALUATION						COMMENTS
<ul style="list-style-type: none"> Provides age and education-appropriate information about condition management and health promotion 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Uses community assessment information to evaluate client needs, initiate referrals, and coordinate care when applicable 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Assesses patient's response to teaching strategies and modifies approach based on outcomes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Incorporates the roles of provider, educator, consultant, administrator, and researcher in NP role as appropriate and articulates role to public and other health care professionals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Interacts collaboratively with team members 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiating health care systems (Domain 5)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Manages patient care and refers to specialty services as appropriate within the existing health care delivery system. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Practices within authorized scope of practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Incorporates professional and legal standards into practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Demonstrate respect for patients and delivers culturally sensitive care 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Provides care that meets spiritual and emotional needs of patient 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

_____ hours completed by this student in my clinical setting

Preceptor Signature (Type your name in the box):

Date:

Additional Comments:

Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
 Preceptor Assessment of Student
 Graduate Nursing Student - Nurse Practitioner Option
 Synthesis Practicum Course

Student Name: _____ Date: _____

Preceptor Name: _____ Clinical Site: _____

Key: 1= **Unsatisfactory** at NP role (C< 80%) 2= **Novice** at NP role (B- 80%-84%) 3= **Competent** at NP role (B 84%-89%)
 4= **Proficient** at NP role (A- 90%-94%) 5= **Mastery** of NP Role (A 95%-100%) NA/O= **Not applicable, Not observed**

COMPETENCY	EVALUATION						COMMENTS
Patient Management (Domain 1)	1	2	3	4	5	NA/O	
• Manages patient visit effectively by obtaining appropriate history and performs appropriate examination with correct techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Appropriately orders and correctly interprets cost-effective diagnostic and health screening tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Considers complementary and alternative therapy options in plan of care when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Independently presents evidence-based non pharmacologic and pharmacologic interventions for presenting problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assesses, diagnoses, monitors, coordinates, and manages the health/illness status of patients over a period of time when applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Applies principles of epidemiology and diagnostic reasoning skills in clinical decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Assists patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs, and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Facilitates decision-making linked to patient's concerns while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Maintains professional boundaries and patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

COMPETENCY	EVALUATION						COMMENTS
Patient Education (Domain 3)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Provides patient with information that is scientifically grounded and appropriate to the health conditions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Continues to reassess, negotiate, and coach patient based on new data, motivation, and response to teaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Uses community assessment information in evaluating patient needs, initiating referrals, and coordinating care 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Applies/develops a theory-based conceptual framework to guide practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Develops a base for personal ethics in practice as related to patient issues and scope of practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Demonstrates skills in negotiating, consensus building and partnering with health care team members. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiating health care systems (Domain 5)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Understands basic business and management strategies to function as manager for the provision of quality care and efficient use of resources. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Articulates progressive awareness of legislative and policy making activities which influence health services and practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quality health care practices (Domain 6)							
<ul style="list-style-type: none"> Uses practice guidelines and current research to include legal and professional standards to guide practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Assumes accountability for practice 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Monitors quality of care via self, peer, and quality assurance methods 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Demonstrate respect for patients and delivers culturally sensitive care 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> Provides care that meets spiritual and emotional needs of patient 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

hours completed by this student in my clinical setting

Preceptor Signature _____ Date _____

Additional Comments:

I understand that my signing and submitting this record/document in this fashion is the legal equivalent of having placed my handwritten signature on the submitted record/document and this

affirmation. I understand and agree that by electronically signing and submitting this record/document in this fashion I am affirming to the truth of the information contained therein.

Please type your Legal First and Last Names.

Preceptor Signature

APPENDIX B

Master of Science in Nursing

The College offers the following of options of advanced study leading to a Master of Science in Nursing degree.

- Primary Care Family Nurse Practitioner
- Primary care Adult/Gerontology Nurse Practitioner

Upon completion of the MSN program, the graduate will be able to:

- Apply theories and scientific evidence to provide holistic care to the individual
- Provide leadership within clinical and organizational settings to provide high quality, safe, patient care
- Apply clinical reasoning to promote health and prevent disease for the individual, family, and community
- Critically appraise and apply current evidence in a clinical setting to ensure quality patient outcomes
- Use technology in the clinical setting to enhance safe and effective patient care
- Evaluate emerging trends, policy issues, and programmatic problems to improve health care delivery
- Use therapeutic, patient-centered, communication in the delivery of health care
- Collaborate in inter/intra-professional care teams
- Provide patient-centered, culturally competent healthcare to diverse patient populations
- Use an ethical framework for clinical practice and clinical expertise to care for patients

CURRICULUM

MSN Core Courses	
NURS 6100 Philosophical Foundations in Nursing Practice	3
NURS 6110 Advanced Nursing Practice and Health Care Policy	3
NURS 6120 Nursing Research	3
NURS 6280 Clinical Pharmacotherapeutics	3
NURS 6730 Advanced Health Assessment	3
NURS 6740 Advanced Pathophysiology	3
NURS 7024 Applied Clinical Research (4) AND Comprehensive Exam (0)	4
OR	OR
NURS 7000 Thesis (5)	5

TOTAL MSN CORE CREDITS	22 OR 23
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Advance Practice Nurse Clinical Components			
Adult/Gerontology NP		Family NP	
NURS 6915 Primary Care of Acute Health Conditions	5	NURS 6915 Primary Care of Acute Health Conditions	5
NURS 6960 Gender Health in Primary Care	2	NURS 6960 Gender Health in Primary Care	2
NURS 6925 Primary Care of Chronic Health Conditions	5	NURS 6925 Primary Care of Chronic Health Conditions	5
NURS 6950 Primary Care of Geriatric Patients and Families	5	NURS 6900 Primary Care of Pediatric Patients	5
NURS 6980 Synthesis Practicum	8	NURS 6980 Synthesis Practicum	8
TOTAL ADULT/GERO NP CREDITS	25	TOTAL FAMILY FNP SCREDITS	25

Adult/Gerontology NP = 47 Total Credits (includes 630 contact hours) |

Family NP = 47 Total Credits (includes 630 contact hours)

APPENDIX C



The One-Minute Preceptor *

The One-Minute Preceptor (OMP) is a successful teaching tool that has been used health care teaching for student education for over a decade(Margo, 2007). The OMP model is oriented to the student and is patient-focused, which helps identify the student's learning needs for teaching purposes.

FIVE STEPS

1. Get a commitment: the preceptor will ask the student their interpretation of the problem or case by asking a few questions.

Example: What do you think is going on with this patient? What other assessments do you need to do?

2. Probe for the underlying reason and evidence supporting the student's commitment. Encourage the student to think out loud to assess the student's decision-making skills and knowledge.

Example: What evidence leads you to think this is the patient's problem?

3. Teach general rules: if the student is incorrect in his or her assessment or is missing certain information, the preceptor can provide the needed information and resources available.

Example: A geriatric patient with a new onset of confusion may be a sign of dementia but other causes such as a urinary tract infection must also be ruled out.

4. Provide positive feedback: provide praise that is specific on what the student did correctly.

Example: You were correct that geriatric patients experiencing confusion can be caused by dementia.

5. Correct mistakes and make recommendations for improvement:

Example: You would want to rule out other possibilities such as an infection, dehydration, or over the counter medications such as anti-histamines that may also cause confusion in the geriatric population before making a final diagnosis of dementia.

REFERENCES

Burns, C., Beauchesne, M., Ryan-Krause, P., & Sawin, K. (2006). Mastering the preceptor role: challenges of clinical teaching. *Journal of Pediatric Health Care*, 20(3), 172-183.

Gallagher, P., Tweed, M., Hanna, S., Winter, H., & Hoare, K. (2012). *The Clinical Teacher*, 9, 358-362.

Margo, K. (2007) The One Minute Preceptor: A Five-Step Tool to Include Clinical Teaching Skills. *Journal for Nurses in Staff Development*, 23(5), 238-242.

Teherani, A., O'Sullivan, P., Aagaard, E., Morrison, E. & Irby, D. Student perceptions of the one minute preceptor and traditional preceptor models. *Medical Teacher*, 29(4), 323-327.

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