



University of Colorado
Colorado Springs

Nurse Practitioner Program Preceptor Handbook PMH Nurse Practitioners

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

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University of Colorado

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Table of Contents

Welcome letter.....	3
Important Contact Information	4
Mission and Vision of Beth-El College of Nursing	5
Preceptor as Educator	5
Overview of Clinical Practicum Experience	5
Initial Requirements	6
Evaluation Requirements	6
Site Visit Evaluation	6
Expectation of Student Experience	
1 st Clinical Practicum	7
2 nd Clinical Practicum	7
3 rd Clinical Practicum	7
Final Clinical Practicum	8
Appendix A	9
Preceptor Assessment of Student 1 st Clinical Course	9
Preceptor Assessment of Student 2 nd Clinical Course.....	13
Preceptor Assessment of Student 3 rd Clinical Course	17
Preceptor Assessment of Student Final Clinical Course	21
Appendix B	25
Master of Science in Nursing Curriculum	
Appendix C	26
One Minute Preceptor	



October 17, 2019

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 psychiatric mental health 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 Beth-El College of Nursing. It includes guidelines for the preceptor's role with regard 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 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,

Dr. Carole Traylor

Carole G. Traylor, DNP, RN, CPNP

Clinical Site Coordinator

Assistant Professor

Beth-El College of Nursing and Health Sciences

University of Colorado Colorado Springs

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

1420 Austin Bluffs Pkwy. • Colorado Springs, CO 80918
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IMPORTANT CONTACT INFORMATION

Please call the faculty at the Beth-El College of Nursing if you have any questions.

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Associate Professor

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

MISSION STATEMENT

The College of Nursing will provide interdisciplinary leadership for new directions in health promotion and wellness, as well as illness care and disease prevention, in the community and beyond through innovation in education, practice, research, and scholarship for health science professionals.

VISION STATEMENT

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences is a distinguished and innovative college providing excellence in education, scholarship, and practice in the health professions.

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 mental health courses (135 hours each) and a final practicum of 225 hours designed to provide a synthesis experience for the student. Students must complete a total of 630 practicum hours in psychiatric mental health 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 Psychiatric Mental Health Nurse Practitioner 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, certification body and a current email address to complete this process.
- Preceptors are expected 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.
- Mid-semester, information will be sent to the email 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.

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 at a distance from Colorado Springs.

EXPECTATIONS OF STUDENT FOR CLINICAL PRACTICUM EXPERIENCE

1st PRACTICUM COURSE

- Gathers comprehensive mental health history and accurately performs psychiatric evaluation appropriate to chief complaint.
- Begins to develop differential diagnoses for the presenting problem
- Offers 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

A brief explanation of the One Minute Preceptor is available in Appendix C.

If problems arise during the student's clinical experience please contact the Clinical Practicum Coordinator in order to resolve the issue.

APPENDIX A

____ On-Site

Date _____

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs

Preceptor Assessment of Student

Graduate Nursing Student – PMH Nurse Practitioner Option

1st Clinical Course

Student Name:

Preceptor Name:

Clinical Site:

Key: **1= Unsatisfactory** at NP role (C< 80%)
(B 84%-89%)

2= Novice at NP role (B- 80%-84%) **3= Competent** at NP role

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 focused exam to include psychiatric history and history of present illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs psychiatric evaluation appropriate to chief complaint.	<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	
• 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"/>	
• 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"/>	
• 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	
• Demonstrates 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"/>	
• 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

Additional Comments:

Preceptor Signature (Type your name) _____

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
 Phone Site Visitor Assessment of Student
 Graduate Nursing Student – PMH Nurse Practitioner Option
1st Clinical Course

Date:

Student Name:

Preceptor Name:

Clinical Site:

Types of Patients seen with student

Strengths	Areas of Knowledge Deficit	Areas of Improvement

Key: **1= Unsatisfactory** at NP role

2= Satisfactory at NP role

Patient Management (Domain 1)	1	2	Comments
• Assessment skills are appropriate and done correctly for patient visit			
• Able to suggest a differential diagnosis			
• Present patient to preceptor in an organized logical manner			
• Documents visit in a logical manner thoroughly			Paper or EMR
NP-Patient Relationship (Domain 2)			
• Prioritizes plan of care based on patient needs			
• Maintains professional boundaries and patient confidentiality			
Patient Education (Domain 3)			

<ul style="list-style-type: none"> Assesses patient's educational needs and teaches appropriately 			
Professional role (Domain 4)			
<ul style="list-style-type: none"> Interacts appropriately with team members 			
<ul style="list-style-type: none"> Asks questions and seeks guidance from preceptor 			
<ul style="list-style-type: none"> Spends an appropriate amount of time with patient 			
Culturally sensitive care (Domain 7)			
<ul style="list-style-type: none"> Has opportunity to interact with patients from other cultures 			
<ul style="list-style-type: none"> Demonstrate respect for patients and delivers culturally sensitive care 			

Any other comments you would like to share:

Number of hours with preceptor:

Thank you for taking a UCCS student and for taking the time to speak with me.

Signature of Site Visitor

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
Preceptor Assessment of Student
Graduate Nursing Student – PMH Nurse Practitioner Option
2nd Clinical Course

Student Name:

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 or focused exam to include psychiatric history and history of present illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs psychiatric evaluation based on standards of care appropriate to chief complaint.	<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"/>	
• 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)							
• 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	
• Demonstrates 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"/>	
• 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 clinical setting

Additional Comments:

Preceptor Signature (Type your name) _____

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
 Phone Site Visitor Assessment of Student
 Graduate Nursing Student – PMHNP Nurse Practitioner Option
 2nd Clinical Course

Date:

Student Name:

Preceptor Name:

Clinical Site:

Types of Patients seen with student

Strengths	Areas of Knowledge Deficit	Areas of Improvement

Key: 1= **Unsatisfactory** at NP role

2= **Satisfactory** at NP role

Patient Management (Domain 1)	1	2	Comments
• Thorough in history taking			
• Exam skills are done correctly and are appropriate for patient visit			
• Able to suggest a differential diagnosis			
• Communicates in a professional manner with preceptor and staff			
• Presents patient in an organized logical manner using professional terminology and format			
• Documents visit in a logical manner			Paper or EMR
NP-Patient Relationship (Domain 2)			
• Prioritizes plan of care based on patient needs			
Patient Education (Domain 3)			
• Assesses patient's educational needs and teaches appropriately			
Professional role (Domain 4)			
• Asks questions and seeks guidance from preceptor			

<ul style="list-style-type: none"> Maintains professional boundaries and patient confidentiality 			
<ul style="list-style-type: none"> Spends an appropriate amount of time with patient 			
Negotiating health care system (Domain 5)			
Identifies appropriate referral sources			
Culturally sensitive care (Domain 7)			
<ul style="list-style-type: none"> Has opportunity to interact with patients from other cultures 			
<ul style="list-style-type: none"> Demonstrate respect for patients and delivers culturally sensitive care 			

Any other comments you would like to share:

Number of hours with preceptor:

Thank you for taking a UCCS student and for taking the time to speak with me.

Signature of Site Visitor

___ On-Site

Date: _____

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs

Preceptor Assessment of Student

Graduate Nursing Student, PMH Nurse Practitioner Option
3rd Clinical Course

Student Name:

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 or focused exam to include psychiatric history and history of present illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs psychiatric evaluation based on standards of care appropriate to chief complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Orders correct standardized assessment tools appropriate to chief complaint and accurately interprets results.	<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	
• 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"/>	
• 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"/>	
• 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"/>	
• 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	
• 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"/>	
Negotiating health care systems (Domain 5)	1	2	3	4	5	NA/O	
• 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"/>	
• Practices within authorized scope of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 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	
• Demonstrates 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"/>	
• 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

Additional Comments:

Preceptor Signature (Type your name) _____

—

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
 Phone Site Visitor Assessment of Student
 Graduate Nursing Student – PMH Nurse Practitioner Option
3rd Clinical Course

Date:

Student Name:

Preceptor Name:

Clinical Site:

Types of Patients seen with student

Strengths	Areas of Knowledge Deficit	Areas of Improvement

Key: **1= Unsatisfactory** at NP role

2= Satisfactory at NP role

Patient Management (Domain 1)	1	2	Comments
• Independently suggests pharmacological and non-pharmacological interventions			
• Demonstrates critical thinking in clinical decision-making			
• Documents visit in a logical manner			Paper or EMR
NP-Patient Relationship (Domain 2)			
• Prioritizes plan of care based on patient needs			
• Maintains professional boundaries and patient confidentiality			
• Begins to assist patient in adapting to acute or chronic conditions			
Patient Education (Domain 3)			
• Assesses patient's educational needs and teaches appropriately			
• Assesses patient's response to teaching strategies			
Professional role (Domain 4)			
• Demonstrates role of provider and educator and articulates role to public and other health professionals			

• Interacts collaboratively with team members			
Negotiating health care system (Domain 5)			
• Identifies appropriate referral sources			
• Incorporates professional and legal standards into practice			
Culturally sensitive care (Domain 7)			
• Demonstrate respect for patients and delivers culturally sensitive care			
• Recognizes spiritual and emotional needs of patient			

Any other comments you would like to share:

Number of hours with preceptor:

Thank you for taking a UCCS student and for taking the time to speak with me.

Signature of Site Visitor

Date: _____

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs

Preceptor Assessment of Student

Graduate Nursing Student – PMH Nurse Practitioner Option
Synthesis Practicum Course

Student Name: _____

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 to include psychiatric history and history of present illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs psychiatric evaluation based on standards of care appropriate to chief complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Orders correct standardized assessment tools appropriate to chief complaint and accurately interprets results	<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 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"/>	
• 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	
• 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"/>	
Patient Education (Domain 3)	1	2	3	4	5	NA/O	

• 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"/>	
• 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"/>	
• 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"/>	
• 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"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
• 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"/>	
• 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"/>	
• 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	
• 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"/>	
• 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)							
• 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"/>	
• Assumes accountability for practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 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	
• Demonstrates 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"/>	
• 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

Additional Comments:

Preceptor Signature (Type your name) _____

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
 Phone Site Visitor Assessment of Student
 Graduate Nursing Student – PMH Nurse Practitioner Option
 Phone Site Visit Synthesis Practicum Course

Student Name:

Date

Preceptor Name:

Clinical Site:

Types of Patients seen with student

Strengths	Areas of Knowledge Deficit	Areas of Improvement

Key: **1= Unsatisfactory** at NP role

2= Satisfactory at NP role

Patient Management (Domain 1)	1	2	Comments
<ul style="list-style-type: none"> Manages patient visit effectively by obtaining appropriate history to include psychiatric history and history of present illness and performs psychiatric evaluation based on standards of care appropriate to chief complaint 			
<ul style="list-style-type: none"> Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care 			
<ul style="list-style-type: none"> Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes 			
<ul style="list-style-type: none"> Documents visit in a logical manner 			Paper or EMR
NP-Patient Relationship (Domain 2)			
<ul style="list-style-type: none"> Assists patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs and priorities 			
<ul style="list-style-type: none"> Maintains professional boundaries and patient confidentiality 			
Patient Education (Domain 3)			
<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 Articulates progressive awareness of legislative and policy making activities which influence health services and practice.			
<ul style="list-style-type: none"> Continues to reassess, negotiate and coach patient based on new data, motivation and response to teaching 			
Professional role (Domain 4)			
<ul style="list-style-type: none"> Develops a base for personal ethics in practice as related to patient issues and scope of practice 			
<ul style="list-style-type: none"> Demonstrates skills in negotiating, consensus building and partnering with health care team members. 			
Negotiating health care system (Domain 5)			
<ul style="list-style-type: none"> Articulates progressive awareness of legislative and policy making activities which influence health services and practice. 			
<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. 			
Culturally sensitive care (Domain 7)			
<ul style="list-style-type: none"> Demonstrate respect for patients and delivers culturally sensitive care 			
<ul style="list-style-type: none"> Provides care that meets spiritual and emotional needs of patient 			

Any other comments you would like to share:

Number of hours with preceptor:

Thank you for taking a UCCS student and for taking the time to speak with me.

Signature of Site Visitor

APPENDIX B

MSN: PMHNP Curriculum

MSN Courses

- **NURS 6100 (3)** Philosophical Foundations APN
- **NURS 6110 (3)** Health Care Policy & APN
- **NURS 6120 (3)** Research and Knowledge Trans
- **NURS 7024 (4)** Research Analysis & Application **AND** Successful completion of the Barkley Exam **OR** **NURS 7000** Thesis

APRN Core Courses

- **NURS 6280 (3)** Clinical Pharmacotherapies
- **NURS 6730 (3)** Advanced Health Assessment
- **NURS 6740 (3)** Advanced Pathophysiology

PMHNP Specialty Courses

- **NURS 6800 (3)** Mental Health Assessment and Interventions Across the Lifespan
- **NURS 6801 (6)** Adult Psychiatric Diagnosis and Management for the PMHNP [135 contact hours]
- **NURS 6802 (6)** Geriatric Psychiatric Diagnosis and Management for the PMHNP [135 contact hours]
- **NURS 6803 (6)** Child and Adolescent Psychiatric Diagnosis and Management for the PMHNP [135 contact hours]
- **N6990 (5)** Final Synthesis Practicum [225 contact hours]

Total credits= 48

Clinical Practicum = 630 clinical contact hours

PMHNP Post-Master's Certificate Curriculum

PMHNP Specialty Courses

- **NURS 6800 (3)** Mental Health Assessment and Interventions Across the Lifespan
- **NURS 6801 (6)** Adult Psychiatric Diagnosis and Management for the PMHNP [135 contact hours]
- **NURS 6802 (6)** Geriatric Psychiatric Diagnosis and Management for the PMHNP [135 contact hours]
- **NURS 6803 (6)** Child and Adolescent Psychiatric Diagnosis and Management for the PMHNP [135 contact hours]
- **N6990 (5)** Final Synthesis Practicum [225 contact hours]

Total credits= 26

Practicum= 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.