



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

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

PMH Nurse Practitioner Program Site Visitor Handbook

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University of Colorado

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IMPORTANT CONTACT INFORMATION

Please call 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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MISSION STATEMENT

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

The 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.

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 A.

SITE EVALUATIONS

During the course of the semester each student will receive at least one site---visit per up to 180 clinical hours/semester and two site visits during the final synthesis practicum/360 hours. Phone visits are conducted for students who are a distance from Colorado Springs.

The clinical site visitor acts as the liaison between the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences, the student, and the clinical site. The visit to a student's clinical area is an opportunity to observe how the student is demonstrating the advance practice nursing role as a student in either the Adult/Gerontology or the Family Nurse Practitioner Program.

The role of the clinical site visitor to the student and preceptor is to:

- Mentor the student

- Assist the student in role development and accommodation to the practice setting

Facilitate the preceptor in role development
Provide on-site supervision and role modeling
Evaluate the student's learning experience in an ongoing manner
Act as Liaison to the College of Nursing.

PROCEDURE FOR SITE VISIT

Preparing for the site visit:

- Contact student via email or by phone to set up a mutually agreed upon date and time for visit.
- Have student clarify date and time with preceptor
- Remind student to inform front office staff of your visit
- Describe format of visit
- Apprise student that you will be at the clinical site for a minimum of 2 hours for the visit.
- Inform student that you will want to review clinical goals with student

When you arrive at the visit:

- Clarify format of visit – Discuss student performance identifying areas of strengths and areas that need improvement.
- Face to face meeting last less than one hour
- Phone visits last up to 30 minutes
- Student does not need to be present for a site visit
- Review the site visit assessment based on which clinical course the student is in
- Complete the correct form in Medatrax (Sample evaluations are in Appendix B)

Medatrax is the electronic clinical tracking program used by the Beth---El College of Nursing and Health Sciences for documentation of student behavior.

Mid-semester, information will be sent to your email with a link and password to access the student's site evaluation form through Medatrax, the University's clinical tracking program. The evaluation form is completed in the Medatrax system

EXPECTATIONS OF STUDENT FOR CLINICAL PRACTICUM EXPERIENCE

1st PRACTICUM COURSE

- Gathers comprehensive mental health history and accurately conducts mental health assessment 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 assists 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

Master of Science in Nursing

The College offers a Psychiatric Mental Health Nurse Practitioner options of advanced study leading to a Master of Science in Nursing degree.

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 care
- Collaborate in inter/intra-professional care teams
- Provide patient-centered, culturally competent mental health care 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 credits
NURS 6110 Advanced Nursing Practice and Health Care Policy	3 credits
NURS 6120 Nursing Research	3 credits
NURS 6280 Clinical Pharmacotherapeutics	3 credits
NURS 6730 Advanced Health Assessment	3 credits
NURS 6740 Advanced Pathophysiology	3 credits
NURS 7024 Applied Clinical Research (3) AND Comprehensive Exam (0) OR	4 credits OR
NURS 7000 Thesis (5)	5 credits

TOTAL MSN CORE CREDITS	22 OR 23
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Advanced Clinical Courses PMH Nurse Practitioner Program	
NURS 6800 Mental Health Assessment and interventions Across the Lifespan	3 credits 135 hours
NURS 6801 Adult Psychiatric Diagnosis and Management for the PMHNP	6 credits 135 hours
NURS 6802 Geriatric Psychiatric Diagnosis and Management for the PMHNP	6 credits 135 hours
NURS 6803 Child and Adolescent Psychiatric Diagnosis and Management for the PMHNP	6 credits 135 hours
NURS 6980 Final Synthesis Practicum	5 credits 225 hours
Psychiatric Mental Health Nurse Practitioner = 48 credits with 630 clinical hours	

Appendix B

Because of the nature of confidentiality of PMH patients and families, site visits are primarily phone visits since following the student in person for a patient visits is not appropriate for the population.

The full assessment forma that the preceptor will complete are for your reference.

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

University of Colorado Colorado Springs

On Site Visitor Assessment of Student

Graduate Nursing Student – PMH Nurse Practitioner Option

1st Clinical Course

Student Name:

Preceptor Name:

Clinical Site:

Types of Patients seen with
student _____

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 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	
• 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"/>	
• 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

Rating Scale 1-unsatisfactory, 2-minimally satisfactory, 3-satisfactory, 4-highly satisfactory, 5-excellent

Preceptor Serves as Role Model	
Communication Skills/ Facilitates communication	1 2 3 4 5
Time Management	1 2 3 4 5

Interaction with Patients	1 2 3 4 5
Shares knowledge & techniques	1 2 3 4 5
Preceptor's Teaching Style	
Selects appropriate learning experiences	1 2 3 4 5
Respects student	1 2 3 4 5
Asks questions in non-threatening way	1 2 3 4 5
Receptive to students questions	1 2 3 4 5
Provides relaxed atmosphere	1 2 3 4 5
Validates student's clinical skills & provides ongoing feedback	1 2 3 4 5
Shows enthusiastic for teaching	1 2 3 4 5
Willing to work with novice students	1 2 3 4 5

Comments from discussion with preceptor:

- 1) What are the student's individual goals this semester and how are you helping to achieve them?

- 2) What do you see as the student's strengths?

- 3) What do you see as the student's weaknesses?

- 4) Any concerns about the student?

5) Areas needing Improvement:

Additional Comments:

Site Visitor 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)			
• Assesses patient's educational needs and teaches appropriately			
Professional role (Domain 4)			
• Interacts appropriately with team members			
• Asks questions and seeks guidance from preceptor			
• Spends an appropriate amount of time with patient			
Culturally sensitive care (Domain 7)			
• Has opportunity to interact with patients from other cultures			
• 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

On Site Visit Assessment

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	

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• 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			
• Selects appropriate mental health screening tools			
• Assessment skills are done correctly and are appropriate for patient visit			
• Correctly analyses 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)			
<ul style="list-style-type: none"> Assesses patient's educational needs and teaches appropriately 			
Professional role (Domain 4)			
<ul style="list-style-type: none"> 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

On Site 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 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	<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:

Rev 1/20cgt

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			

<ul style="list-style-type: none"> Begins to assist patient in adapting to acute or chronic conditions 			
Patient Education (Domain 3)			
<ul style="list-style-type: none"> Assesses patient's educational needs and teaches appropriately 			
<ul style="list-style-type: none"> Assesses patient's response to teaching strategies 			
Professional role (Domain 4)			
<ul style="list-style-type: none"> Demonstrates role of provider and educator and articulates role to public and other health professionals 			
<ul style="list-style-type: none"> Interacts collaboratively with team members 			
Negotiating health care system (Domain 5)			
<ul style="list-style-type: none"> Identifies appropriate referral sources 			
<ul style="list-style-type: none"> Incorporates professional and legal standards into practice 			
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"> 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

____ On-Site

Date: _____

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

On Site 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 and performs appropriate assessment of chief complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Uses 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"/>	
• 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"/>	
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 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	
• 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

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
• Manages patient visit			
• Considers complementary and alternative therapy options in plan of care when appropriate			
• Applies principles of epidemiology and diagnostic reasoning skills in clinical decision making			
• Documents visit in a logical manner			Paper or EMR
NP-Patient Relationship (Domain 2)			
• Facilitates decision-making linked to patient's concerns while prioritizing care			

<ul style="list-style-type: none"> • Maintains professional boundaries and patient confidentiality 			
Patient Education (Domain 3)			
<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"> • Maintains awareness of policy and legislations that influences health care system and community 			
<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