



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

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Nurse Practitioner Practicum Handbook

for

Family and Adult/Gerontology Students

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STATEMENT OF FACULTY REVIEW

Graduate faculty review this Handbook at the beginning of each semester. Changes are made in the Handbook at the discretion of the faculty. Student are expected to comply with the guidelines in the Handbook that is current each semester.

ARTICLE I: NP CLINICAL PRACTICUM EXPERIENCE

Section A: Overview of 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 in addition to 45 clinical hours in Health Assessment 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 their preceptor's support by the end of their last clinical class.

Section B: Requirements for Clinical Practicum Experience

In order to maintain the highest standards possible, Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences instituted a Background Check and Drug Screening policy to help protect public safety. For more information see the Beth-El Background Check Policy.

All students participating in a laboratory, clinical, practicum or residency course will be required to submit data for a certified background check and drug screen, at their expense. Each student has access to his or her own confidential results. Should there be a positive background check finding, or a positive drug screen finding, the Nursing Department Chair will determine if the student is eligible to participate in the Program. Eligibility is based on the nature of the finding as well as clinical site requirements.

In addition to the Background Check and Drug Screen the following documents must be submitted and be up to date for the student to participate in the clinical practicum experience. In the event the following documents are not submitted or up to date, the student is not allowed to start practicum or is removed from the practicum until all documents are updated. All documents must be uploaded into Medatrax the semester before starting your practicum experience.

Students must submit and maintain the following documents in Medatrax:

1. RN license (current copy throughout the program)
2. CPR certification-BLS level provider course through American Heart Association or the American Red Cross for Health Care Workers. The card must be current when beginning clinical hours. If the card expires during the semester the student is responsible to renew CPR in order to continue with clinical hours. Any on-line CPR course must include a hands-on skill assessment. Students cannot submit an ACLS card as a substitute for CPR since some ACLS courses no longer review CPR as part of the course.
2. Proof of personal health Insurance
3. Immunization Records Required
 - a. Dates for two MMR immunizations or documentation of positive titers of ALL three diseases.
 - b. Dates of three shot series of Hepatitis B series or titer demonstrating immunity.
 - c. Date of last Tetanus which must be within the past 10 years.
 - d. Proof of one pertussis vaccination as an adult
 - e. Dates of two Varicella immunizations or titer demonstrating immunity
 - f. Date and result of annual TB Test. If a student has had a positive PPD a copy of the last chest x-ray report is needed. If a student is unable to take PPD, a copy of QuantiFERON® can be substituted for the PPD. Annual TB testing is required.
 - g. Current annual flu vaccine is required.

It is the responsibility of the student to enter the above documents into Medatrax, the electronic tracking system that maintains clinical and evaluation data for students doing practicum hours.

Section C: Expectations for the Clinical Practicum

The following sections list the general expectations for the clinical practicum experience. If you have questions about the clinical practicum that are not answered in this handbook, please contact the Practicum Coordinator: Denise Ostovich at mostovic@uccs.edu , 719-255-4473. Students are required to complete 630 practicum hours, **NOT** including Health Assessment clinical hours, to graduate.

1. Students may not do more than 270 clinical hours with the same preceptor or site unless the site is a major health care system with different types of clinics. This allows students to have experiences in a variety of settings.
2. Forty-five clinical hours in the clinical setting=1 credit hour.
3. Students should expect an on-site visit or phone visit during each clinical course. For students that are in distant sites, a phone site visit with the preceptor may be done. Site visitors do not visit students in multiple sites during the same semester. Additional site visits to students are at the discretion of the lead faculty and/or site visitor.
4. Students who have a Site Visitor as their Preceptor may or may not have a site visit completed during a particular semester.
5. Telephone calls, or email contact will be made with preceptors who are working with students who are in practicum experiences that are distant from Colorado Springs.

6. Preceptors can be NPs, MDs, DOs, or PAs who are licensed in the state where the student is completing clinical hours. Military healthcare providers must be licensed in a state regardless of where they are assigned.
7. Each student is required to spend a minimum of 200 hours with a nurse practitioner during their clinical practicum experience. The rationale for this is to help the NP student appreciate the nuances of the NP role and to meet the requirements for certification by the American Nurse Credentialing Center or the American Association of Nurse Practitioners.
8. Students requesting assistance in finding a clinical site must use the site located by the Clinical Site Coordinator or forego assistance in the future.
9. Students who are unable to complete all of the clinical practicum hours that they registered for or fail to log clinical hours and/or patients in a given semester may request an incomplete grade for their clinical course. Students are expected to complete the remainder of the clinical hours and documentation during the following semester. If a student has an incomplete and is entering a non-clinical course the semester following the incomplete, the student may not be allowed to take the non-clinical class until the incomplete is cleared if the incomplete course is a prerequisite to the non-clinical class. If a student has completed all courses but not all clinical hours, the student will be required to register for a 1 credit Independent Study to complete the clinical hours. Be aware that completing these clinical hours in the following semester may potentially delay the expected graduation date. Students requesting an incomplete grade must submit a letter to the lead faculty of the course explaining why they could not complete their clinical hours.
10. Students conducting telehealth visits during their clinical experience may only count 45 clinical hours of these visits. All students must complete the telehealth tutorial found in each clinical class prior to participating in telehealth visits.

Practice Experience Expectations

1st PRACTICUM COURSE

- Gathers comprehensive health history and accurately performs 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

Section D: Attendance at Clinical Practicum

If a student has to be absent for a scheduled clinical day, due to illness or emergency, the preceptor should be notified prior to the beginning of that clinical day. Prior to beginning any clinical rotation, students should identify the procedure for contacting the preceptor in case of absence. It is the student's responsibility to also notify the faculty, Practicum Coordinator, and site visitor, if applicable, of the absence and then negotiate with the preceptor regarding make-up time. Students are expected to schedule clinical time with the preceptor consistent with the preceptor's availability/schedule.

Section E: Professional Behavior & Dress at Clinical Practicum

Students are expected to dress appropriately and behave in a professional manner at all times in keeping with the standards set forth by Occupational Safety and Health Administration (OSHA). School insignia and /or student identification badges must be worn, as designated by the policies of the University of Colorado Colorado Springs and Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences Graduate Student Policies.

Because of the professional expectations of students in clinical sites it is expected that students respond promptly to communication from faculty, site visitors and or preceptor. It is imperative that students conduct themselves in a professional manner.

Students should verify with the office manager within the site if there is a specific dress code and may wear attire that is consistent with the clinical site. Most office dress is business casual with or without lab coats. If lab coats are needed, students are required to supply their own lab coat. Scrub clothes are not appropriate attire during clinical hours, unless required by the clinical site. Avoid strong scented lotions and perfumes.

Instructions for obtaining student badges will be sent to students prior to NURS 6730, the Advanced Health Assessment course.

Students who have an issue with a preceptor or clinical site need to follow protocol to address the issue. The first person to speak with is the professor in your class. If that is not possible the Clinical Practicum Coordinator is the next person who can discuss the problem. If a resolution cannot be made, the Clinical Practicum Coordinator will discuss the situation with the Assistant Chair and the Associate Chair of the Department of Nursing.

Students MAY NOT directly confront or communicate with a preceptor in a caustic manner.

ARTICLE II: CLINICAL COURSES

Several courses in the curriculum include a practicum component with the DIDACTIC portion. These courses include:

1. NURS 6730 Advanced Health Assessment
2. NURS 6900 Primary Care of Pediatric Patients and Their Families
3. NURS 6910/6915 Primary Care of Adults with Acute Health Conditions and Their families
4. NURS 6920/6925 Primary Care of Adults with Chronic Health Conditions and Their Families
5. NURS 6950 Primary Care of the Geriatric Patients and Their Families
6. NURS 6980 Synthesis Practicum
7. NURS 6982 Pre-Synthesis

Section A: Student Objectives for Practicum

- 1. NURS 6730 Advanced Health Assessment**
 - a. Gather comprehensive or interval health history from patient and/or family
 - b. Review Medical Record
 - c. Conduct physical examination utilizing techniques appropriate for comprehensive and /or focused examinations. Prioritize presenting patient problems and clinical findings.
 - d. Present findings to preceptor in an organized, concise manner
 - e. Complete accurate and legible SOAP note documentation
 - f. Maintain patient confidentiality
- 2. NURS 6900/6015/6925/6950/6982 Primary Care Courses**
 - a. Improve use of time and resources
 - b. Increase efficiency in obtaining focused history and physical examination
 - c. Develop broader differential diagnoses
 - d. Identify diagnostic test(s) if relevant to presenting problem
 - e. Identify evidenced-based interventions
 - f. Utilize appropriate referrals and practice guidelines in the care of the patient

- g. Develop greater depth and breadth of clinical knowledge
 - h. Improve ability to prioritize and coordinate care
- 3. NURS 6980 Synthesis Practicum (with didactic)**
- a. Perform all role functions in an efficient, organized, and independent manner
 - b. Demonstrate an understanding of nurse practitioner role
 - c. Engage in interdisciplinary collaboration and consultation

Section B: Overview for NP Clinical Practicum Courses

1. Clinical Practicum Hours for FNP Students

a. NURS 6730 Advanced Health Assessment	45 hours
b. NURS 6900 Primary Care of Pediatrics and Their Families	90 hours
c. NURS 6910/6915 Primary Care of Adults with Acute Health Conditions	90 hours
d. NURS 6920/6925 Primary Care of Adults with Chronic Health Conditions	90 hours
e. NURS 6982 Pre-Synthesis	45-90 hours
f. NURS 6980 Synthesis Practicum	360 hours

The 45 contact hours of clinical assessments. 630 total primary care practicum hours obtained during remaining clinical courses.

2. Clinical Practicum Hours for Adult/Gerontology Students

a. NURS 6730 Advanced Health Assessment	45 hours
b. NURS 6910/6015 Primary Care of Adults with Acute Health Conditions	90 hours
c. NURS 6920/6925 Primary Care of Adults with Chronic Health Conditions	90 hours
d. NURS 6950 Primary Care of Geriatric Patients	90 hours
e. NURS 6982 Pre-Synthesis	45-90 hours
f. NURS 6980 Synthesis Practicum	360 hours

- 3. This Program prepares students to work as Primary Care Advanced Practice Nurses therefore clinical hours are to be done in primary care settings.** Family Practice, Pediatric and Internal Medicine settings will provide opportunities for the majority of clinical experiences. Students may not do clinical hours in a hospital setting or round on patients in a hospital setting as these hours will not count toward the required hours. Students may contact Denise Ostovich, Clinical Site Coordinator, at 719-255-4473 or by email at mostovic@uccs.edu with questions about clinical sites.

Prior to planning clinical experiences outside of Colorado, it is imperative that the student check with the College's Department of Nursing regarding any changes in state regulations centered on clinical hours in specific states. These changes can occur at any time by any state. Students need to stay abreast of changes in regulations that can affect their clinical placement decisions.

Students need to be aware that relocating from the state of residence at the time of acceptance into the graduate nursing program may prohibit a student from completing their course of study or obtaining a NP license in a new state because of state restrictions. These

restrictions apply to both a didactic course and a clinical course requiring clinical practice hours.

4. Course Overviews

- a. **NURS 6730- 45 hours in a primary care setting**, emphasizing health history and assessment skill development
- b. **NURS 6900- 90 hours of pediatric care in a primary care setting**, focusing on developmental assessment, acute and chronic disease recognition, and management and health maintenance of the pediatric patient.
- c. **NURS 6915- 90 hours in a primary care setting**, concentration on acute, episodic problems and health maintenance of the adult client.
- d. **NURS 6925- 90 hours in a primary care setting**, concentration on chronic disease states, treatment, and management of the adult population.
- e. **NURS 6950- 90 hours in a geriatric setting**, applying gero-pharmacology content to clinical decision-making for pharmacologic treatments, integrating facets of comprehensive geriatric assessment into routine office visits and utilizing current clinical guidelines for health promotion with older adults and management of common acute and chronic health conditions utilizing current guidelines for management. Also addressing elder maltreatment and implementing processes in support of advanced care directives.
- f. **NURS 6982 – 45-90 hours in a primary care setting**, concentration on acute/chronic, problems and health maintenance of the pediatric or adult clients.
- g. **NURS 6980- 360 hours in a primary care setting**, concentrating on refining skills, developing clinical decision making, gaining experience working with patients and in the NP role within the student’s particular option. This course also has a didactic component.

5. Options of settings outside Primary Care

- a. Students are required to complete a minimum of 30 hours addressing women’s health care issues (gynecological and breast problems) and no more than 45 hours. These hours MAY be completed in a primary care setting or women’s health clinic during any clinical rotation/practicum.
- b. It is also recommended that students have 30 hours experience working with patients with mental health issues. These hours can be completed in any course while in a primary care setting or a mental health facility.
- c. Students in their second, third, or Synthesis Practicum rotations MAY complete up to 90 hours in an Urgent Care. This does not include the Emergency Room or Fast-Track in a hospital ER. Students may do 90 additional hours during the Synthesis Practicum course in an Urgent Care setting for a total of 180 hours. Urgent Care hours may not be completed during Chronic Care Class.
- d. FNP students are encouraged to do 45 hours in Assisted Living/Long-Term Care during the Synthesis Practicum class. Students in the FNP option may also do 45 hours in hospice/palliative care also during the Synthesis Practicum class. These hours do not count as “specialty” hours for either of these clinical sites.

- e. Students in the Adult/Gerontology track MAY complete up to 90 hours in an assisted living/skilled nursing facility either in NURS 6950 or the Synthesis Practicum class, NURS 6980. In addition, students may complete 45 hours of hospice/palliative care (out-patient only) during the NURS 6950 course.

Synthesis Practicum students MAY complete up to 90 hours total in approved specialty clinics. Student can do 3 thirty-hour rotations, 2 forty-five-hour rotations or 90 hours in one specialty area. For any specialty rotation, a minimum of 30 clinical hours will be required. The approved specialty clinics include: Dermatology, Orthopedics, Interventional Pain Management, Palliative Care (out-patient only), Allergy/Immunology, and Cardiology. Other specialty clinics may be approved on a case by case basis. Adult/Gero students may do 45 hours of hospice/palliative care (out-patient only) if not done in NURS 6950. Adult/Gero students may also do 45 hours in adult pulmonology during the Synthesis class in lieu of the other listed specialties.

- f. Students beginning Synthesis in the summer may **not** select specialty options for clinical hours for the summer semester.
- g. Students may NOT do clinical hours in an in-patient setting.

Section C: Requirements for Primary Care Courses

Each primary care course will require the student to do clinical practicum hours. Faculty will require the student to reflect on clinical objectives that the student will attempt to meet during the semester with clinical practicum experiences. These are different from objectives for the course.

- a. Contact a preceptor and arrange to work with the preceptor in their clinical setting. Hours will vary depending on the course the student is taking.
- b. Complete the Clinical Site Information Sheet for each clinical site. A copy of this form is sent to every clinical student at the start of the semester.
- c. Ensure that all requirements for the Clinical Practicum Experience (Refer to Article I-Section B) are up to date.
- d. Develop a list of clinical practicum objectives that are measurable.

ARTICLE III: PREPARING FOR PRACTICUM

Section A: Guidelines for Setting-Up a Practicum Rotation

This section will briefly outline strategies to help students in finding and setting up clinical practicum rotations.

Students are expected to participate in finding preceptors who are willing to work with students and facilitate their practicum experience. It requires students to start looking for a preceptor well in advance of the beginning of a clinical course at least one semester prior to the semester when the clinical hours are needed.

Preceptors need a minimum of 2 years experiences prior to having a student.

Questions or concerns about clinical sites should be directed to the Clinical Practicum Coordinator, Denise Ostovich at mostovic@uccs.edu or by phone at 719-255-4473.

RESTRICTIONS

In order to maintain contractual agreements with certain agencies, it is imperative that students follow specific guidelines to access clinical hours in these agencies. Students interested in doing clinical hours at **Military sites** are approved on a case by case basis by the Clinical Practicum Coordinator.

Students seeking preceptors within many of the area Health Care systems may contact a preceptor. If the preceptor agrees, the student must forward a **completed clinical site sheet** to Diane Busch for processing. Many placements are requested through My Clinical Exchange (mCE). Once the site is approved the student will then receive instructions and a login to load specific information and documents into mCE. There is a nominal fee paid by the student for this access.

Finding a preceptor may occur in several ways:

- a. Talk to a physician, nurse practitioner, or physician assistant that you know about the possibility of being a preceptor, at least 3 to 6 months before you plan to start your practicum course.
- b. Consult other students who have completed clinical rotations in the program and in programs in your area.
- c. Contact and participate in the advanced practice group in your area.
- d. Contact Schools/Colleges of Nursing Faculty in your state.
- e. Lists of sites with clinical education agreements in place cannot be given to students. The Clinical Site Coordinator can be contacted for assistance.
- f. The Kaiser Health Centers and Denver Health Centers may restrict students allowing only employees to use preceptors in their clinics or only allow students from select Universities to use their clinics.

***Students may not use family (by blood or marriage) or close friends as preceptors. Likewise, students may not do clinical hours within the setting where they work or where family members work.**

Students also may not use a clinical practice where they are seen as a patient.

Students may not do more than 270 hours with the same preceptor or the same site. The intent is that students have a wide range of exposure to different preceptors and different sites.

Also, Students may **not “bank” hours** to use in a later semester. Additional clinical hours done beyond the required hours for the course will not be counted in the 630 total clinical hours for the Program.

State Residency and Admitted students

You have been admitted to the UCCS program as a resident of the state in which you resided at the time of your application. If you plan to move to a different state while in the program, or do any practicum hours in a different state, it is your responsibility to check the list of approved states for the UCCS program to be sure you can continue in the Program in a different state.

Temporarily Going Out of Home State to Complete Hours

If you plan to do clinical hours in a different state you must contact the Clinical Practicum Coordinator, Denise Ostovich for approval. Students may only do hours in states listed on the College web site. If the state is a compact state, you must hold a multi-state license and follow the state guidelines for the

length of time you can practice in that state prior to needing a specific state license in that state. If the state **is not** a compact state, you must hold an active RN nursing license in that state where you plan to do clinical hours.

Permission to begin hours

Student may not begin clinical hours at a clinical site until the contract with the agency is signed and returned and the preceptor letter is signed and returned. **These are legal documents.** Any clinical hours done without these two documents completed and returned to the Graduate Nursing office will **NOT** be counted in your required number of clinical hours. Diane Busch, the Graduate Program Assistant, manages these documents and will notify students by email that the student is “**good to go**”. It is imperative that students read and follow instructions in emails from Diane Busch regarding clinical hours.

Section B: Suggested Clinical Sites

Since this Program is a Primary Care Program, clinical hours need to be done in out-patient settings. Family Practice and Internal Medicine sites are excellent for clinical experience in primary care. Student Health Services on college campuses also offer an opportunity particularly for NURS 6910 Primary Care Acute Health Conditions early in your clinical experiences. Health clinics in businesses or manufacturing sites also may provide clinical opportunities. Faith Based clinics, Community Health clinics and sites within the Department of Corrections also offer good clinical experiences.

Section C: Clinical Education Agreement/Clinical Site Sheet

A fully executed clinical education agreement, the legal contract and a signed preceptor agreement letter for every health care agency is required for each student rotation. Clinical education agreements and preceptor letters are legal documents produced and tracked by the Nursing Department. These documents are generated by the Department after a completed clinical site sheet is received by Diane Busch, Program Assistant. At times, there may be legal issues that need to be resolved before an agreement can be signed by UCCS and the health care agency. This may slow down the process of completing the agreement. It often takes 6 to 8 weeks to accomplish the contract if legal issues are involved. Occasionally the legal issue cannot be resolved, and the site cannot be used by the student.

It is important to get the complete and correct information requested to Diane Busch, Program Assistant, dbusch@uccs.edu at least or earlier than the semester before your practicum experience will start whenever possible. Once you have contacted a potential preceptor and she/he has agreed to be your preceptor:

- a. Complete the Clinical Site Information Sheet that was sent at the beginning of the semester. These forms change so it is imperative to use the one that was sent at the beginning of the semester.
- b. The Clinical site Sheet is completed by the student and does **not** need to be signed by the preceptor or office manager of the site.
- c. A Clinical Site Information Sheet is required for **each** site and **each** preceptor includes the exact number of hours to be done at the site. Ranges of hours will not be approved.

This **must be done** every semester for **each** clinical site. If multiple preceptors are used at the same site, the number of hours with each preceptor needs to be included.

- d. **Forms need to be completely filled out with correct information in every area.**
 - e. Forms with incorrect or incomplete information will be returned to the student for the correction of errors thus delaying the process of getting the clinical experience set up.
 - f. Completed Clinical Site Information Sheets should be submitted to Diane Busch at dbusch@uccs.edu or by fax (719)255-4496.
 - g. Any questions regarding clinical agreements should be directed to Diane Busch, the Graduate Program Assistant.
 - h. Each clinical site must be approved by the Clinical Practicum Coordinator. Questions regarding suitability of sites should be directed to the Clinical Practicum Coordinator.
2. Important information regarding Clinical Education Agreements:
- a. The Clinical Site Information Sheet is used to create the Clinical Education Agreement and must be completed before the Practicum Education can be started.
 - b. The student may **not** begin any clinical hours until the Agreement and the signed preceptor letter are returned to the College of Nursing.
 - c. The student will be notified by Diane Busch by email when the clinical agreement process has been initiated and again when it is completed.
 - d. Students are notified by Diane Busch by email when clinical hours can be started.
 - e. Students **cannot** do clinical hours prior to the start of the semester nor during time between semesters due to professional liability and Workmen's Compensation requirements.
 - f. Students may only do clinical hours when registered for clinical credit hours.
 - g. Students are responsible for verifying their start status with their site before beginning any clinical hours.
 - h. **Any clinical hours done without the proper signed preceptor letter, site clearance, and compliance items posted will not count as part of the required hours for the course.** Also, any clinical hours greater than 16 hours done with a preceptor other than the preceptor listed on the processed clinical site sheet will not count for the required hours if no clinical site sheet for that preceptor has been submitted. Students may **NOT** do any clinical hours **while** paperwork is being processed.
 - i. The information from the Clinical Site Sheet is provided to the Clinical Practicum Coordinator.

Section D. Documentation of Clinical Experiences

- a. Students are expected to keep a log of clinical activity. The intent of the log is to have a record of the types of patients, ages of patients and management plans for patients seen.
- b. Medatrax is the electronic tracking system that is used by the College for a clinical log. Information about signing up for Medatrax is included in the course syllabi for those classes requiring Medatrax use.
- c. Student must log **all** patients using the patient icon in Medatrax. Failure to correctly enter the Medatrax system will necessitate an incomplete grade in a course until the information is correctly entered in Medatrax.

- d. Based on which clinical course the student is in, the following **minimum** number of patient encounters are a guideline:
 1. First clinical course 75 patients for the semester
 2. Second clinical course 90 patients for the semester
 3. Third clinical course 125 patient for the semester
 4. Synthesis practicum the equivalent of 2 patients/hour
- e. Students will log their clinical hours within Medatrax, documenting diagnosis codes (ICD-10), treatments, medications ordered and briefly the overall plan of care.
- f. The documentation in the clinical log needs to include a brief note to include presenting symptoms, diagnosis, diagnostics, and plan of care.
- g. Samples of the necessary documentation are shown in the Medatrax power point sent to student prior to their first clinical course and in the Canvas course “Graduate Practicum Resources”.
- h. Demographic information will be requested by the system.
- i. Reports can be prepared by Medatrax for a student profile summarizing the types and ages of patients that have been seen. However, diagnosis codes must be included in the clinical log to run this report. There is a fee for the profile by Medatrax.
- j. In addition to the clinical log, Medatrax is used to complete all evaluations by the student, preceptors, and site visitors.

ARTICLE IV: CLINICAL PRACTICUM EVALUATION

Students will be evaluated by several different individuals during their clinical practicum rotations. Preceptors will be evaluating the student’s performance and progress. Site visitors who are University Faculty will also help to assess how the student is progressing in their knowledge, experience, critical thinking, and clinical management. The grade for the clinical practicum is based on these evaluations and on other assignments related to the role of the APRN by the Faculty. (See Appendix A). Students not performing at the expected level of competence based on which clinical rotation or not meeting the clinical expectations of the course will fail the course and it will need to be repeated. Repeating the course also includes repeating the clinical hours. If this failure is the second failure for the student, the student will be dismissed from the program.

Section A: Medatrax

1. All evaluations will be completed through the Medatrax system.
2. Students are responsible for loading preceptor evaluations in Medatrax each semester. Students may contact the Clinical Practicum Coordinator, Denise Ostovich at mostovic@uccs.edu (719) 255-4473 for questions regarding loading evaluations in Medatrax.
3. Any other questions regarding Medatrax should be directed to Denise Ostovich.

Section B: Preceptor Evaluations

1. Preceptors who have been with a student for more than 24 clinical hours will be asked to fill out an evaluation form evaluating the student at the end of the rotation. This evaluation will be factored into the student's final grade.
2. Preceptors may be contacted by the Practicum Coordinator at any time to discuss a student's performance.
3. Telephone calls or email contact will be made with preceptors who are working with students who are in practicum experiences that are distant from Colorado Springs or Denver.
4. It is the student's responsibility to ensure that all clinical/practicum paperwork, including the preceptor/site evaluation by the student, student self-evaluation, and clinical logs, patient logs using the patient icon in Medatrax is completed by the dates listed in the syllabus for each clinical course and should be maintained by students for potential employers. Students are sent updates towards the end of each semester, documenting which evaluations are missing.
5. Students may contact Denise Ostovich at mostovic@uccs.edu at any time to discuss the evaluation process.

Section C: Site Visitor Evaluation

1. Site visitors complete an evaluation on the student when a site visit (either on-site or by phone) is made. This evaluation is factored into the student's final grade.
2. Students should expect one on-site visit for each clinical course. If the student is in a distant site, a phone site visit will be made to the preceptor by the site visitor.
3. Students who have a Site Visitor as their preceptor may or may not have a separate site visit.
4. Site visitors may request a copy of your clinical objectives before they arrange a visit or other form of communication with the student and the preceptor.
5. Phone calls or email contact will be made by the site visitor with the student's preceptor for those students who are in practicum experiences that are distant from Colorado Springs.
6. Additional site visits are at the discretion of the lead faculty, Clinical Practicum Coordinator and/or site visitor.

Section D. Students not completing required clinical hours

Sometimes circumstances beyond the student's control prevents a student from completing clinical hours. In that circumstance the student is required to write a letter to the professor for the class explaining the circumstance that interfered with the completion of clinical hours and requesting to take an incomplete in the course at least one month prior to the end of the semester. These requests are reviewed by the Graduate Admissions and Progressions Committee.

It is the student's responsibility to notify the Lead Faculty for the incomplete class when the hours have been completed. Once the faculty has verified through Medatrax, the grade will be changed to the earned letter grade.

After the hours have been completed and the grade has been changed, the transcript will show the earned letter grade and will also note that the course was originally graded as "I" (incomplete). This will remain on the original transcript and cannot be removed.

Section E. Students not meeting the minimum requirements

1. Occasionally it is apparent that although a student is passing the didactic portion of their clinical class, the performance in the clinical area does not meet the requirements for the level of student performance or their clinical judgement is impaired as documented by the preceptor and/or site visitor evaluation. Since the clinical hours are imbedded in the clinical course the student would then fail the clinical course and need to repeat the clinical course and the clinical hours.

APPENDIX A

**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 - 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	

• 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

Preceptor Signature (Type your name in the box):

Date:

Additional Comments:

**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 - 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

as appropriate and articulates role to public and other health care professionals							
• 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	
• 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"/>	
• 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:

**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, 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
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"/>	
• 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	

<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:

**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 - 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
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• 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"/>	
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	
• 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"/>	
• 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