



Helen and Arthur E. Johnson
Beth-El College of
Nursing and Health Sciences
UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Nurse Practitioner Practicum Handbook

Psychiatric Mental Health

Nurse Practitioners Students

1420 Austin Bluffs Parkway
Colorado Springs, CO 80918
719-255-4424
Fax: 719-255-4496



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

Table of Contents

IMPORTANT CONTACT INFORMATION	3
ARTICLE I: NP CLINICAL PRACTICUM EXPERIENCE	4
Section A: Overview of Clinical Practicum Experience	4
Section B: Requirements for Clinical Practicum Experience	4
Section C: Expectations for the Clinical Practicum	5
Section D: Attendance at Clinical Practicum	6
Section E: Professional Behavior & Dress at Clinical Practicum	6
ARTICLE II: CLINICAL COURSES	7
Section A: Student Objectives for Practicum	7
Section B: Overview for NP Clinical Practicum Courses	9
Section C: Requirements for Primary Care Courses	10
ARTICLE III: PREPARING FOR PRACTICUM	10
Section A: Guidelines for Setting-Up a Practicum Rotation	10
Section B: Suggested Clinical Sites	11
Section C: Clinical Education Agreement/Clinical Site Sheet	11
Section D. Documentation of Clinical Experiences	12
ARTICLE IV: CLINICAL PRACTICUM EVALUATION	12
Section A: Medatrax	13
Section B: Preceptor Evaluations	13
Section C: Site Visitor Evaluation	14
Section D. Students not meeting the minimum requirements	13
Appendix A	14
Preceptor evaluation 1 st clinical course.....	15
Preceptor evaluation 2 nd clinical course	17
Preceptor evaluation 3 rd clinical course	19
Preceptor evaluation Synthesis Practicum course	21

IMPORTANT CONTACT INFORMATION

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

NURSING DEPARTMENT, CHAIR

Deborah Pollard, PhD, RNC-OB, CNE, IBCLC

Associate Professor

Chair, Department of Nursing

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

University of Colorado Colorado Springs (UCCS)

Tel: 719-255-3755

dpollard@uccs.edu

NURSING DEPARTMENT ASSOCIATE CHAIR

Carole G. Traylor, DNP, APRN, CPNP

Assistant Professor

Graduate Program Coordinator

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

University of Colorado Colorado Springs

Tel: 719-255-4095

ctraylor@uccs.edu

LEAD FACULTY

Kristen Vandenberg, DNP, APRN, PMHNP

Assistant Professor

Option Coordinator

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

University of Colorado Colorado Springs

Tel: 904-599-2926

kvandenb@uccs.edu

CLINICAL PRACTICUM COORDINATOR

Denise Ostovich, MSN, MPA, RN

Clinical Practicum Coordinator

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

University of Colorado Colorado Springs

Tel: 719-255-4473

mostovic@uccs.edu

PROGRAM ASSISTANTS FOR GRADUATE PROGRAM

Diane Busch

Program Assistant/Advisor/Affiliation Agreement Coordinator Clinical Agency Liaison
Colorado Springs, CO 80918
Tel: 719-255-4424
Fax: 719-255-4496
dbusch@uccs.edu

Deborah Schultze, BS

Program Assistant
Helen and Arthur E. Johnson Beth El College of Nursing and Health Sciences
University of Colorado Colorado Springs
1420 Austin Bluffs Pkwy
Tel: 719-255-4458
Fax: 719-255-4496
dschult3@uccs.edu

The intent of this Handbook is to give the PMHNP student information about clinical practicum experiences and the process of securing sites for clinical experiences. There is no way any Handbook can cover all the myriad of questions students may have about clinical. This Handbook should give students a sound foundation about process.

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 both in-patient and primary care settings. Clinical practicum experiences are embedded in the behavioral health courses NURS 6801, NURS 6802, NURS 6803 (135 hours each) and a final practicum NURS 6985 (225 hours) designed to provide a synthesis experience for the student.

Students must complete a total of 630 practicum hours in psychiatric mental health care to meet the requirements for graduation. The expectation is that students will progress from requiring close supervision in the first practicum experience to seeing a schedule of clients independently with 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 College's Background Check Policy located under "Student Resources" on the Helen and Arthur E. Johnson College of Nursing web page.

All students participating in a laboratory, clinical practicum or residency courses 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. All background checks and drug screen results are reviewed by the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences.

Should there be a positive background check finding, or a positive drug screen finding, the Chair of the Department of Nursing 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. Students may submit an appeal to the Committee if additional data might be of benefit to the Committee. Appeal decisions will be judged on documented factual issues. **All Committee decisions are final.**

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 electronic tracking system that maintains clinical and evaluation data for students doing practicum hours, 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. Students may not submit a ACLS card in lieu of CPR as not all ACLS courses are including CPR. 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.
3. Proof of Health Insurance
4. Immunization Records Required
 - a. Dates for two MMR immunizations or documentation of positive titers of ALL three diseases.
 - b. Dates of three Hepatitis B immunizations 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.

Section C: Expectations for the Clinical Practicum

The following section 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 Clinical Practicum Coordinator: Dr. Carole Traylor at ctraylor@uccs.edu or (719) 255-4095.

1. Students are required to complete 630 clinical practicum hours to graduate.
2. Forty-five clinical hours in the clinical setting=1 credit hour.

3. At the end of each clinical semester, a Site Visitor will contact your preceptor and discuss your clinical success.
4. Additional site visits are at the discretion of the lead faculty and/or site visitor.
5. Preceptors can be PMH nurse practitioners, PMH clinical nurse specialists and/or psychiatrists all with prescriptive authority and who are licensed in the state where the student is completing clinical hours. In addition, students may have clinical hours with a licensed psychiatric social worker, a licensed counselor and/or a licensed clinical psychologist. Military healthcare providers must be licensed in a state regardless of where they are assigned. Preceptors must have minimum of 2 years' experience to take a student.
6. Students may not do more than 270 clinical hours with the same preceptor and or the same facility. This allows students to have a variety of experiences with different preceptors in both in-patient and out-patient settings to provide a much-rounded preparation for both certification and employment.
7. It is suggested that students do some hours at an in-patient facility.
8. Students cannot "bank" clinical hours to use in a later semester. Clinical hours over the required hours for a course will NOT be counted toward the total 630 hours required for the program.
9. Each student is required to spend a minimum of 350 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.
10. Students who are unable to complete all of the clinical practicum hours that they registered for in a given semester will need to request incomplete grade for their clinical course. The request must be sent to the Lead Faculty for the course stating the reason as to why the clinical hours cannot be completed.
11. If given an incomplete, students are expected to complete the remainder of the clinical hours 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. All incompletes in course must be cleared in one year or the grade will change to a failure in the course.

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. 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 when in the clinical area as a student.

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 preceptors. 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 required, students must supply their own. Scrub clothes are only appropriate attire during clinical hours for students if they are the official dress for the clinical setting. Please avoid strong scented lotions and perfumes.

Instructions for obtaining student badges is sent prior to the first clinical course. While in clinical and signing charts and forms, student should sign their first and last name followed by designation as PMHNP student. Students should not use RN after their name or other NP initials as it implies that the student is assuming care for the patient.

ARTICLE II: CLINICAL COURSES

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

1. NURS 6801 Adult Psychiatric Diagnosis/Management
2. NURS 6802 Geriatric Psychiatric Diagnosis and Management
3. NURS 6803 Child and Adolescent Diagnosis/Management
4. NURS 6985 Synthesis Practicum

SECTION A: STUDENT OBJECTIVES FOR PRACTICUM COURSES

1. **NURS 6801 Mental Health Assessment and Interventions Across the Lifespan**
 - a. Apply theoretical concepts of patient-centered mental health care with emphasis on health promotion, disease prevention, anticipatory guidance, counseling and management of the adult patient and family within the context of an interprofessional team.
 - b. Demonstrate evidence –based therapeutic relationship strategies to reduce emotional stress
 - c. Outline skills in advanced mental health assessment including building rapport, conducting psychiatric interviews, and completing a mental status exam.
 - d. Relate history and examination data with the knowledge of pathophysiology of acute and chronic diseases to develop appropriate differential diagnoses and to plan for individual interventions for management of psychiatric disorders across the lifespan.
 - e. Compare and contrast evidence-based pharmacological and non-pharmacological interventions in the management of psychiatric disorders such as depression and anxiety.
 - f. Identify patient safety considerations, quality indicators and outcome improvement indicators in the delivery of quality psychiatric care.

- g. Describe the legal, ethical, and cultural implications for the advanced practice nurse as they relate to assessment, diagnosis, and management of care for individuals, families and communities experiencing an acute or chronic psychiatric disorder.

2. NURS 6802 Geriatric Psychiatric Diagnosis and Management for the PMHNP

- a. Provide patient-centered mental health care with emphasis on health promotion, disease prevention, anticipatory guidance, counseling and interventions for the older adult and family within the context of an interprofessional team.
- b. Complete a full psychiatric evaluation for the older adult.
- c. Demonstrate evidence-based therapeutic relationship strategies to reduce emotional distress, promote trust, facilitate cognitive and behavioral change, and foster personal growth for the older adult experiencing an acute or chronic psychiatric disorder.
- d. Analyze history and physical examination data with the knowledge of acute and chronic disease to develop appropriate differential diagnoses and to plan for the individualized interventions for management of psychiatric disorders in the older adult.
- e. Evaluate different evidence-based psychotherapeutic interventions in the older adult experiencing acute or chronic psychiatric disorders such as chronic pain or dementia.
- f. Use a reflective practice model to evaluate patient and family outcomes, patient safety, and quality indicators psychotherapeutic interventions in the older adult.
- g. Integrate social, cultural, and spiritual components into the individualized plan of care for the older adult and family experiencing an acute or chronic psychiatric disorder.

3. NURS 6803 Child and Adolescent Psychiatric Diagnosis and Management for the PMHNP

- a. Provide patient-centered mental health care with emphasis on health promotion, disease prevention, anticipatory guidance, counseling and interventions for the child/adolescent and family within the context of an interprofessional team.
- b. Complete a full psychiatric evaluation of the child and the adolescent.
- c. Demonstrate evidence-based therapeutic relationship strategies to reduce emotional distress, promote trust, facilitate cognitive and behavioral changes and foster personal growth for the child and adolescent experiencing an acute or chronic psychiatric disorder.
- d. Synthesize history and physical examination data with the knowledge of acute and chronic diseases to develop appropriate differential diagnoses and to plan for individualized interventions for management of psychiatric disorders in the child and adolescent.
- e. Evaluate different evidence-based psychotherapeutic interventions in the child or adolescent experiencing acute or chronic psychiatric disorders such as attention deficit hyperactivity disorder, mood disorders, anxiety and eating disorders or autism spectrum disorder.
- f. Use a reflective practice model to evaluate patient, and family outcomes, patient safety, and quality indicators of psychotherapeutic interventions in the child and adolescent.
- g. Integrate social, cultural and spiritual components into the initial plan of care for the child or adolescent and family experiencing an acute or chronic psychiatric disorder.

4. NURS 6985 Synthesis Practicum (with didactic)

- a. Perform all role functions as a PMHNP in an efficient, organized, and independent manner.
- b. Demonstrate an understanding of the nurse practitioner role in the Psychiatric Mental Health Milieu.
- c. Engage in interdisciplinary collaboration and consultation.

At the completion of this program students are expected to log, in Medatrax, a minimum of

- a. 60 child and adolescent patients (under 18 years of age)
- b. 60 adult patients (age 19-59 years)
- c. 65 geriatric patients (60 years and older)

Students may count telehealth hours as clinical hours with the approval of the PMH Option Coordinator, Dr. Kris Vandenberg.

Students are encouraged to have both in-patient and out-patient experiences. Students are strongly encouraged to seek out opportunities to participate with Group Therapy, Individual Therapy, Transcranial Magnetic Stimulation and Electroconvulsive Therapy.

In addition, students are expected to attend one AA meeting and one NA meeting to understand the role these organizations may play in the care of PMH patients. These experiences can count for clinical hours.

Section B: Overview for NP Clinical Practicum Courses

1. NURS 6800 Mental Health Assessment/Intervention Across the Lifespan
2. NURS 6801 Adult Psychiatric Diagnosis/Management - 135 clinical hours
3. NURS 6802 Geriatric Psychiatric Diagnosis and Management - 135 clinical hours
4. NURS 6803 Child and Adolescent Diagnosis/Management - 135 clinical hours
5. NURS 6985 Synthesis Practicum – 225 clinical hours

Students are required to complete 630 clinical hours to graduate. Three hundred and fifty (350) of these hours need to be supervised by a PMHNP.

1. **This Program prepares students to work as a PMHNP** therefore clinical hours will be done in Psychiatric Mental Health settings or in medical settings working with behavioral health clients. Contact Denise Ostovich, MPH, MSN, RN, Clinical Practicum Coordinator, at 719-255-4473 or by email at mostovic@uccs.edu with questions about clinical sites.

Prior to planning anticipated 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. State approval includes didactic education in addition to clinical education. Students need to stay abreast of changes in regulations that can affect their clinical placement decisions. Point of contact for approved state information is Denise Ostovich at 719-255-4473 or by email mostovic@uccs.edu.

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.

2. Course Overviews

- a. **NURS 6801- 135 hours in a setting** focusing on acute, and chronic psychiatric and mental health problems in the adult client.
- b. **NURS 6802- 135 hours in a setting** that treats older adults (age 65 and older) and also addresses elder maltreatment. These hours may be done in a site that sees both adults and seniors.
- c. **NURS 6803- 135 hours in a setting** focusing on the care and management of children and adolescents with mental health and psychiatric disorders.
- d. **NURS 6985- 225 hours in a psychiatric and mental health setting** where students can concentrate on refining skills, developing clinical decision making, gaining experience working with patients and families in the NP role.

3. Options for clinicals include both in-patient and out-patient settings

Students MAY complete clinical hours with preceptors with prescriptive authority such as PMH nurse practitioners, PMH clinical nurse specialists, psychiatrists, or other physicians with focused PMH expertise all with prescriptive authority.

Section C: Requirements for Clinical Courses

Each clinical 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. Students are expected to participate in the process of securing a clinical site. The Clinical Practicum Coordinator is the contact person if a student is having difficulty locating a clinical site.
- b. Students must develop a list of clinical practicum objectives that are measurable.
- c. Complete the Clinical Site Information Sheet for each clinical site (See Appendix A).
- d. Ensure that all requirements for the Clinical Practicum Experience (Refer to Article I-Section B) are up to date.

ARTICLE III: PREPARING FOR PRACTICUM

Section A: Guidelines for Setting-Up a Practicum Rotation

This section will briefly outline strategies to help streamline setting up clinical practicum rotations.

Most clinical sites used in this program will have a current existing contract with a designated preceptor. Questions or concerns about clinical sites should be directed to the Clinical Practicum Coordinator, Denise Ostovich, MPA, MSN, RN at mostovic@uccs.edu or 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. Arrangements have been made with agencies that provide Psychiatric Mental Health Services. Students securing clinical sites on military installations must hold a valid military or current spouse ID card.

Some health care entities will require students to sign into My Clinical exchange (mCE) so that a preceptor can be requested. If registration in a data system is required it is the student's responsibility to register on the site, pay the nominal fee of \$39, and complete the necessary paperwork. Then the site selection can be completed by the Graduate Program Assistant. If students have questions about mCE the point of contact is Diane Busch dbusch@uccs.edu or 719-255-4424.

***Students may not use family members (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** bank hours for an upcoming course.

State Residency and Admitted students

Students who have been admitted to the UCCS program as a resident of the state in which the student resided at the time of 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. With changes as of 2017 in the compact nursing licensure system, doing clinical hours in an approved state may require you to obtain a nursing license in that state in addition to your home state.

Section B: Suggested Clinical Sites

Since this is a Psychiatric Mental Health Nurse Practitioner Program clinical hours will be done in both in-patient and out-patient settings. Hours will include mental health clinics and hospitals within a health care systems (i.e. Kaiser, Peak Vista, Peak View, Memorial etc.), private practices and free standing clinics. Denver Health System will only take students from Regis and CU Anschutz even if the student is an employee of the Denver Health System.

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 Graduate Nursing Office. 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 the semester before your practicum experience will start whenever possible. Incorrect or incomplete Clinical Site Information Sheets will delay the start of clinical hours.

1. Once you have contacted the assigned agency/ preceptor and she/he has agreed to be your preceptor:
 - a. Complete the Clinical Site Information Sheet that was sent to you 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 of the site.
 - c. A Clinical Site Information Sheet is required for each site and should include each preceptor name and credentials and the exact number of hours to be done at the site. **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. A range of hours cannot be listed. A specific number of hours is needed.
 - d. **Forms need to be completely filled out with correct information in every area.** Use the clinical site form sent to you by Diane Busch at the start of the semester to be sure you have the most recent form.
 - 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. Clinical sites are approved by the Psych faculty and the Practicum Coordinator. Questions regarding suitability of sites should be directed Denise Ostovich, mostovic@uccs.edu or 719-255-4473.
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 a signed preceptor letter are returned to the College of Nursing.
 - c. Clinical hours done before receiving “**a good to go**” email from Diane Busch will not be counted in the number of required hours for the course.
 - d. The student will be notified by Diane Busch by email when the clinical agreement process has been initiated and again when it is completed.
 - e. Students are notified by Diane Busch by email when clinical hours can be started.
 - f. 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.
 - g. Students may only do clinical hours when registered for clinical credit hours.
 - h. The information from the Clinical Site Information Sheet is provided to the Practicum Site Coordinator for tracking purposes.

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. All patients seen in a clinical setting should be included in the patient log in compliance with HIPAA.

- 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. Students will log their clinical hours within Medatrax, documenting diagnosis codes (ICD-10), treatments, medications ordered and briefly the overall plan of care.
- d. The documentation in the clinical log needs to include a brief note to include presenting symptoms, diagnosis, diagnostics, and plan of care.
- e. Demographic information will be requested by the system.
- f. 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 to create the student profile by Medatrax.
- g. 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 are University Faculty or other experienced advance practice nurses who 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 for copies of preceptor evaluation tools).

Section A: Medatrax

1. All evaluations will be completed through the Medatrax system.
2. The Clinical Practicum Coordinator, Denise Ostovich, will load all evaluations in Medatrax each semester based on information provided on the Clinical Site Information Sheets submitted by the student. Therefore, it is imperative that the Clinical Site Sheet has the correct contact information for preceptors.
3. Any questions regarding Medatrax should be directed to Denise Ostovich at mostovic@uccs.edu (719) 255-4473.

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 Clinical 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 once a semester.
4. It is the student's responsibility to ensure that all clinical/practicum paperwork, including the preceptor evaluation, student self-evaluation, student evaluation of preceptor and site and clinical log are completed by the dates listed in the syllabus for each clinical course. 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 either in person or by phone on the student when a site visit is made. This evaluation is factored into the student's final grade.
2. Students should expect one site visit per clinical course. Site visitors may request a copy of your clinical goal/objectives before they arrange a visit with your preceptor.
3. Additional site visits are at the discretion of the lead faculty, Clinical Practicum Coordinator and/or site visitor.

Section D. 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 students would then fail the clinical course and need to repeat the clinical course and the clinical hours.

Appendix A

Date _____

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

Preceptor Assessment of Student

Graduate Nursing Student – PMH Nurse Practitioner Option
1st Clinical Course

Student Name:

Preceptor Name:

Clinical Site:

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

COMPETENCY	EVALUATION						COMMENTS
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• Obtains age-appropriate history for comprehensive focused exam to include psychiatric history and history of present illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs psychiatric evaluation appropriate to chief complaint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Begins to develop differential diagnoses for presenting problem while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Considers evidence-based non-pharmacologic and pharmacologic interventions for presenting problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Begins to demonstrate critical thinking in clinical decision-making and adjust intervention as needed based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Communicates effectively using professional terminology, format and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Documents visit thoroughly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Maintains professional boundaries and patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Patient Education (Domain 3)	1	2	3	4	5	NA/O	
• Assesses patient’s educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides age and education-appropriate information about condition management and health promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
• Begins to incorporate the roles of provider and educator in the NP role and articulates role to public and other health care professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Interacts collaboratively with team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Appropriately seeks assistance from preceptor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Participates in clinical discussions and contributes relevant knowledge of recent research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
• Demonstrates respect for patients and delivers culturally sensitive care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Recognizes spiritual and emotional needs of patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

hours completed by this student in my clinical setting

Additional Comments:

Preceptor Signature (Type your name) _____

Date _____

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
 University of Colorado Colorado Springs
Preceptor 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
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• Obtains age-appropriate history for comprehensive or focused exam to include psychiatric history and history of present illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs psychiatric evaluation based on standards of care appropriate to chief complaint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Orders and correctly interprets cost-effective diagnostic and health screening tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Begins to independently suggest evidence-based non-pharmacologic and pharmacologic interventions for acute and chronic conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Communicates effectively with preceptor using professional terminology, format and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Maintains professional boundaries and patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Patient Education (Domain 3)	1	2	3	4	5	NA/O	
• Assesses patient’s educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides age and education-appropriate information about condition management and health promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
• Incorporates the roles of provider, educator, consultant, administrator and researcher in NP role as appropriate and articulates role to public and other health care professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Interacts collaboratively with team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Appropriately seeks assistance from preceptor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Participates in clinical discussions and contributes relevant knowledge of recent research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiating health care systems (Domain 5)							
• Practices within authorized scope of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
• Demonstrates respect for patients and delivers culturally sensitive care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides care that meets spiritual and emotional needs of patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

hours completed by this student in clinical setting

Additional Comments:

Preceptor Signature (Type your name) _____

Date: _____

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

Preceptor Assessment of Student

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

Student Name:

Preceptor Name:

Clinical Site:

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

COMPETENCY	EVALUATION						COMMENTS
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• Obtains age-appropriate history for comprehensive or focused exam to include psychiatric history and history of present illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs psychiatric evaluation based on standards of care appropriate to chief complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Orders correct standardized assessment tools appropriate to chief complaint and accurately interprets results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Independently suggests evidence-based non pharmacologic and pharmacologic interventions for presenting problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Communicates effectively with preceptor using professional terminology, format and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Begins to assist patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Facilitates decision-making linked to patient's concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

• Maintains professional boundaries and patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patient Education (Domain 3)	1	2	3	4	5	NA/O	
• Provides age and education-appropriate information about condition management and health promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Uses community assessment information to evaluate client needs, initiate referrals, and coordinate care when applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assesses patient's response to teaching strategies and modifies approach based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
• Incorporates the roles of provider, educator, consultant, administrator and researcher in NP role as appropriate and articulates role to public and other health care professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Interacts collaboratively with team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiating health care systems (Domain 5)	1	2	3	4	5	NA/O	
• Manages patient care and refers to specialty services as appropriate within the existing health care delivery system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Practices within authorized scope of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Incorporates professional and legal standards into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
• Demonstrates respect for patients and delivers culturally sensitive care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides care that meets spiritual and emotional needs of patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

_____ hours completed by this student in my clinical setting

Additional Comments:

Preceptor Signature (Type your name) _____

Date: _____

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

Preceptor Assessment of Student

Graduate Nursing Student – PMH Nurse Practitioner Option
Synthesis Practicum Course

Student Name:

Preceptor Name:

Clinical Site:

Key: **1= Unsatisfactory** at NP role (C< 80%) **2= Novice** at NP role (B- 80%-84%) **3= Competent** at NP role (B 84%-89%)

4= Proficient at NP role (A- 90%-94%) **5= Mastery** of NP Role (A 95%-100%) **NA/O=** Not applicable, Not observed

COMPETENCY	EVALUATION						COMMENTS
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• Manages patient visit effectively by obtaining appropriate history to include psychiatric history and history of present illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Performs psychiatric evaluation based on standards of care appropriate to chief complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Orders correct standardized assessment tools appropriate to chief complaint and accurately interprets results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Independently presents evidence-based non pharmacologic and pharmacologic interventions for presenting problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assesses, diagnoses, monitors, coordinates and manages the health/illness status of patients over a period of time when applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Communicates effectively with preceptor using professional terminology, format and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Assists patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Facilitates decision-making linked to patient's concerns while prioritizing care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Maintains professional boundaries and patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patient Education (Domain 3)	1	2	3	4	5	NA/O	

• Provides patient with information that is scientifically grounded and appropriate to the health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Continues to reassess, negotiate and coach patient based on new data, motivation and response to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Uses community assessment information to evaluate client needs, initiate referrals, and coordinate care when applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
• Applies/develops a theory-based conceptual framework to guide practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Develops a base for personal ethics in practice as related to patient issues and scope of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Demonstrates skills in negotiating, consensus building and partnering with health care team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiating health care systems (Domain 5)	1	2	3	4	5	NA/O	
• Understands basic business and management strategies to function as manager for the provision of quality care and efficient use of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Articulates progressive awareness of legislative and policy making activities which influence health services and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quality health care practices (Domain 6)							
• Uses practice guidelines and current research to include legal and professional standards to guide practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Assumes accountability for practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Monitors quality of care via self, peer and quality assurance methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
• Demonstrates respect for patients and delivers culturally sensitive care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Provides care that meets spiritual and emotional needs of patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

hours completed by this student in my clinical setting

Additional Comments:

Preceptor Signature (Type your name) _____