

THE UNIVERSITY of
TENNESSEE **UT**
HEALTH SCIENCE CENTER
COLLEGE OF NURSING



DOCTOR OF NURSING PRACTICE PROGRAM

STUDENT/PRECEPTOR/FACULTY MANUAL

FOR

FAMILY NURSE PRACTITIONER

2020-2021

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Family Nurse Practitioner (FNP) Concentration Doctor of Nursing Practice (DNP) Program

Concentration Goals

Welcome to the family nurse practitioner (FNP) concentration of the Doctor of Nursing Practice (DNP) Program. The FNP concentration is one of seven different advanced practice concentrations preparing students for careers at the highest level of clinical practice.

FNPs are prepared with specialized knowledge and skills to provide primary care to individuals and families across the life span. This program will prepare you to independently diagnose and treat acute, chronic, and complex health problems for individuals of all ages, as well as provide a broad array of health promotion and disease prevention activities. Additionally, you will be expected to contribute to the delivery of quality health care through implementation of evidence-based care and foster independence in management of health for both individuals and defined populations. After you complete the program, you will be eligible to take national certification examinations to become a certified family nurse practitioner.

Purpose of the Manual

The purpose of this manual is to acquaint students, preceptors, and faculty to some of the elements composing the clinical education of FNP/DNP students. Occasionally, there are program changes that take place over the school year. Faculty will keep you apprised of any changes via email, the official method of communication for UTHSC. Please contact the faculty if you have any questions not answered by this guide.

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Expectations for DNP Students

This document focuses on the clinical aspects of the DNP/FNP concentration. The general expectations for students in the College of Nursing are contained in the UTHSC Catalog and *CenterScope* and are located at <http://catalog.uthsc.edu/>.

FNP students work with several faculty, staff, and preceptors as a part of their clinical education. Several official documents must be executed before beginning any clinic assignment. You need to note which documents must be completed, by whom and when.

Your faculty, with the assistance of the Clinical Coordinator, has the final responsibility to identify and assign your clinical site and preceptor. Student participation in the selection process is possible, particularly when there is a desire for a specific experience or the student lives in an area without current participating preceptors. All clinical sites and preceptors are required to be approved and proper documents executed between them and the university before you begin to see patients at the site.

Student Responsibilities for Clinical Experiences

1. Review clinical course outcomes.
You are responsible for knowing what you are to be learning and how your learning progresses in the course.
2. Meet with the preceptor, if indicated.
Some preceptors prefer to interview you before agreeing to work with you. If you are asked to interview, you should use the interview to your advantage.
 - a. Provide the preceptor with an understanding of your level, ability, and personality.
 - b. Enable the preceptor to assess if you will be a “good fit” for the clinical site and the population it serves. You can put your best foot forward by being prepared with a curriculum vitae (CV) or résumé.

Scheduling of Clinical Experiences

- Clinical practicum experiences are scheduled at the convenience and availability of the preceptor.
 - Please don't expect preceptors to conform to a schedule that meets your employment needs.
 - You and the preceptor need to agree on the days and times you will be in the clinical agency before beginning.
 - Unless otherwise stated in the syllabus, you are expected to begin the clinical experience when the course starts and complete when the course ends.
- Enter the start and end dates, along with the days of the week for the entire time you will be at the clinical site, in Medatrax (the approved online program for tracking clinical experiences).
- Schedule a mid-term and final clinical evaluation with the preceptor.

Professional Dress and Behavior

- As a representative of UTHSC College of Nursing, you must present yourself professionally.
 - Be respectful of preceptors, faculty, staff, patients, and their families.
 - Dress professionally and wear your UTHSC Student ID.
 - A short lab coat with the UTHSC patch on the left upper arm is appropriate unless the preceptor requests otherwise.
 - You should follow the dress and OSHA standards for the clinical attire of your clinical site.
 - Express your appreciation to your preceptor(s) for their assistance. They are volunteers supporting your education goals.

Preparation for Clinical Experiences

- Verify appropriate attire, location, and time, and any necessary credentials before the first clinical day at the clinical agency.
- Discuss questions about computer access, the procedure for preceptor cosigning documents, eating and parking arrangements, and communication with other disciplines.
- Please clarify the preceptor's preferred method of notification in the event of late arrival or absence.
- Learn something about the preceptor to acknowledge the preceptor's background and broaden your educational experience.

CPR Certification: Students are responsible for maintaining current CPR certification.

- Should the certification expire during the time the student is in the program, students have the professional responsibility to recertify to remain current.
- Clinical experiences are not permitted unless CPR certification is current.
- The dates of coverage for certification are to be entered into Verified Credentials.

Criminal Background Check: All students undergo a required criminal background check before beginning the program and annually. Any changes are required to be reported immediately by students as a condition of remaining in the program.

Drug Screening: Students undergo a required urine drug screen before beginning the program and annually. Also, drug screens may be required for cause, random screenings, or clinical agency requirements.

Immunizations: The University requires that students complete a list of immunizations as well as TB skin testing before engaging in any patient care. These data are maintained by University Health Services in Verified Credentials. You will receive extensive communication about immunizations and how to track them. Some clinical agencies may have additional requirements for immunization, but students will be informed of these requirements.

Attendance in Assigned Clinical Experiences

- Attendance at the negotiated times and days with the preceptor is required.
- Unapproved absences for assigned clinical experiences are a violation of professional behavior and may result in disciplinary action.
 - Immediately notify the preceptor and faculty if you are not able to attend a scheduled day.
 - You will need to present a plan to make up missed experiences and have this approved by the faculty and preceptor.

Notify faculty immediately if you find you are running into problems attaining the required number of clinical hours.

Use of Medatrax to Track Experiences

The FNP concentration uses the Medatrax system to record and maintain student and clinical data. Each student has a specific account assigned to them.

- Clinical encounters must be documented in Medatrax.
- Students upload and maintain current RN licensure and CPR certification.
- Students may also upload required clinical forms or complete other clinical assignments.
- Faculty review Medatrax to assure students are on track with a variety of experiences and progress toward completion of the experience on time.
- Approved preceptors and clinical sites are maintained in Medatrax.

Expectations of Preceptor and Volunteer Faculty

- Mentor and serve as a role model for the student.
- Guide the student to meet the course outcomes.
- Identify appropriate clinical encounters for the student.
- Direct the use of accepted clinical guidelines and standards of care.
- Tailor guidelines/standards to unique clinical situations.
- Assist the student in the refinement of interpersonal skills with patients and colleagues.
- Alert students and faculty of problem areas early for improvement.
- Evaluate the achievement of the learning outcomes.
- Provide the student with feedback.
- Demonstrate high ethical standards.
- Demonstrate respect for the student's faculty, curriculum, and program.
- Demonstrate the ability to manage multiple variables while dealing with patient and colleague interactions

Important Aspects of the Student and Preceptor Relationship

- Immediately report to the faculty any student behaviors threatening the safety of

the patient or risk to the clinical site.

- Monitor and report student performance including at risk of not meeting standards.
- Supervise student in the clinical setting.
- Communicate with the appropriate staff about the scheduling of patients, the availability of exam room space, and specific procedures to enhance learning with a minimal disruption of the office routine.
- Provide student evaluations using the appropriate Clinical Performance Evaluation forms.
- Understand the legal liability of the preceptor role.

Preceptors Can Expect Students To:

- Meet with the preceptor to clarify course objectives and focus on clinical activities.
- Assist preceptor in completing required documents associated with the preceptor role.
- Create an acceptable schedule with the preceptor.
- Contact the preceptor in case of any absence, before the absence.
- Negotiate with the preceptor for making up time missed, if needed.
- Dress appropriately for the site and behave professionally at all times.

Preceptors Can Expect Faculty To:

- Provide course description, clinical outcomes, and the amount of time required.
- Provide information about the FNP program.
- Provide methods to contact a faculty member.
- Act on any problems affecting student progression in clinical coursework
- Guide preceptor in the student evaluation process.
- Provide feedback to preceptors on their perform

Preceptors who wish to be Appointed Volunteer Faculty

Preceptor/Volunteer Faculty

All preceptors are to be appointed by the College of Nursing as a preceptor or volunteer faculty prior to accepting any students. This appointment provides recognition of the responsibilities of the preceptor and provides legal protections as well. All approved preceptors are listed in Medatrax.

The University of Tennessee recognizes the valuable contributions of people who give freely of their time and talents for the benefit of the University without compensation. The Tennessee legislature in the enactment of the Tennessee Claims Commission Act of 1984 recognized the need to protect volunteers from legal actions while performing their service on behalf of the University. Volunteers who are registered with the University enjoy civil immunity from liability under the Act. Volunteers are not covered for Worker's Compensation. We encourage preceptors to consider becoming a Volunteer Faculty in the College of Nursing.

The following information is required to be submitted and approved as Volunteer Faculty:

- Curriculum vitae or résumé
- Copy of current license
- Two letters of recommendation from individuals who can speak about your professional qualifications
- Permit a background check

Preceptors who wish to be recommended as volunteer faculty should notify a faculty member who will facilitate this process. Volunteer faculty are eligible for:

- Discounted Membership to the UTHSC Fitness Center
- Access to the UTHSC Library, including online journals, books, and databases (e.g., Up-to-Date)
- Free evening and weekend UTHSC campus parking; and
- Discounted fees at the UTHSC Dental ClinExpectations of Faculty

Before the beginning of a clinical assignment, faculty will:

- Verify appropriateness of clinical site and contractual agreements.
- Orient new preceptors to the preceptor role and College of Nursing educational expectations.
- Review preceptor responsibilities with continuing preceptors related to course and level of the student.
- Prepare students for clinical experience, including faculty-specific communication requirements.
- Validate student qualifications for clinical practice.
- Understand the legal liability of the preceptor role.

Throughout the course, faculty will:

- Have first-hand knowledge of the clinical site through either an in-person or a virtual site visit.
- Work with the student and preceptor to ensure the learning outcomes are being met.
- Monitor the use of clinical guidelines and standards of care.
- Support students in the refinement of effective communication.
- Encourage the student to focus on problem areas early to provide an opportunity to refine skills by the time practicum is completed.
- Communicate with the preceptor regularly to monitor student's progress in the course.
- Evaluate students through direct observation and preceptor feedback using proper forms.

Legal Agreement Requirements

Several documents are required to be executed by the University of Tennessee before the beginning of any student clinical experience. Some of these are rather complex and can take from weeks to months to complete.

Site Approval

Each clinical site must have a current and valid contract between the clinical organization and the University of Tennessee. This agreement specifies the responsibilities of each organization and provides legal protections for both. All currently approved sites are listed in Medatrax, but some may be difficult to find as the name of the organization may have changed since the initial approval. The Clinical Coordinator can assist in identifying approved sites.

Appendix

College of Nursing Forms for FNP Concentration

The College of Nursing uses several different forms as a part of the program. Copies of these forms used in the FNP Concentration are shown. Many of these forms are to be uploaded into Medatrax so that they are associated with the student.

1. The **Student-Preceptor-Faculty Agreement** is filled out and read by all parties concerned before beginning a preceptorship.
2. The **Confirmation of Student-Preceptor-Faculty Agreement to Clinical Preceptorship** is filled out and signed by all parties concerned before beginning a preceptorship.
3. The **Student Evaluation of Clinical Site and Preceptor** form is completed by the student or each site and preceptor. The evaluation will be returned to your clinical faculty upon completion of the course.
4. The **Faculty Evaluation of Clinical Site and Preceptor** form is completed by faculty. This form includes an evaluation by the faculty of the preceptor and clinical site.
5. The **preceptor completes the Student Clinical Performance Evaluation Form** at the end of the student's clinical hours. The evaluation will be signed by the preceptor and the student and returned to your clinical faculty upon completion of the course.

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING
Student-Preceptor-Faculty Agreement

Course # _____ Semester/Year: _____

The preceptor agreement permits nursing students of the College of Nursing, University of Tennessee Health Science Center (UTHSC) to participate in a student preceptorship in your facility,

_____. Conditions of this program are as follows:
(Clinical Site Name)

The Affiliation period will be _____ to _____.

The student, _____, will be under the supervision of
_____, acting as preceptor.
(Preceptor Name)

Professor _____, of the College of Nursing, serves as the liaison with your facility for the above course(s).

Preceptor Responsibilities:

1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the clinical agency.
5. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
6. Provide feedback to the student regarding clinical performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Nursing Program/Faculty Responsibilities:

1. Ensure that preceptors meet qualifications.
2. Ensure that there are current written agreements which delineate the functions and responsibilities of the clinical preceptor and associated agency and nursing program.

Nursing Program/Faculty Responsibilities:

3. Ensure that clinical experiences using preceptors occur only after the student has received basic theory and clinical experiences necessary to safely provide care to clients (within course or curriculum).
4. Orient both the student and the preceptor to the clinical experience.
5. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
6. Assume overall responsibility for teaching and evaluation of the student, including assignment of course grade.
7. Assure student compliance with standards on immunization, screening, HIPAA compliance, OSHA standards, CPR, criminal background check as needed and current liability insurance coverage.
8. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
9. Make appropriate student assignments with the preceptor.
10. Communicate assignments and other essential information to the preceptors.
11. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
12. Monitor student's progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
13. Be readily available, e.g., telephone or e-mail for consultation when students are in the clinical area.
14. Receive feedback from the preceptor regarding student performance.
15. Provide recognition to the preceptor for participation as a preceptor.

Agency Responsibilities:

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.

Student Responsibilities:

1. Verify clinician/administrators eligibility to function as preceptor.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience.
5. Be accountable for own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures.
7. Contact faculty by telephone, pager or e-mail if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during clinical experience.
9. Wear appropriate professional attire and university name tags when in the clinical site.

Signatures on following page confirm that the above conditions reflect correctly your understanding of an agreement to this affiliation.

**Confirmation of Student-Preceptor-Faculty
Faculty Agreement to Clinical
Preceptorship**

**University of
Tennessee Student**

(Print)

(Sign)

(Date)

Preceptor/Clinical Agency

(Print)

(Sign)

(Date)

**University of Tennessee Health Science
Center College of Nursing Clinical Faculty**

(Print)

(Sign)

(Date)

Site Name: _____

Site Address: _____

City, State, Zip _____

Location Phone # _____



FNP Concentration

Student Evaluation of Clinical Site and Preceptor

Student: _____ Preceptor _____

Name of Course _____ Date of Evaluation _____

Clinical Site _____ Year/Term _____

Directions: Mark the rating that best represents the evaluation of the site and preceptor.

1 – never 2 – rarely 3 – sometimes 4 – usually 5 – always

INVOLVEMENT/RECEPTIVITY/COMPETENCE	1	2	3	4	5
1. Respects student as an important individual in the healthcare team.					
2. Assists students when problem arises					
3. Allows adequate time to accomplish a task					
4. Involves student in formulating plan and decision making					
5. Remains calm, poised in clinical situations					
6. Relates didactic knowledge to clinical practice					
TEACHING PRACTICES	1	2	3	4	5
7. Demonstrates flexibility to improve learning					
8. Assists student in identifying problems					
9. Demonstrates new procedures					
10. Leads student through decision making rather than giving own impressions.					
11. Encourages questions and discussions regarding alternative management.					
12. Allows appropriate documentation.					
13. Considers student's limits according to level of experience.					
14. Encourages student to assume increasing responsibility during clinical rotation.					
15. Student evaluations are objective and shared with students in a positive, confidential manner					
CLINICAL SITE	1	2	3	4	5
16. Clinical experiences correlate with course outcomes					
17. Students have adequate (census/acuity) learning experiences					
18. Students have adequate role models/preceptors					
19. Staff are receptive to students					

COMMENTS: _____

Recommend for continued use? YES NO _____

Student Signature



FNP Concentration

Faculty Evaluation of Clinical Site and Preceptor

Student: _____ Preceptor _____

Name of Course _____ Date of Evaluation _____

Clinical Site _____ Year/Term _____

Directions: Mark the rating that best represents the evaluation of the site and preceptor.

1 – never 2 – rarely 3 – sometimes 4 – usually 5 – always

INVOLVEMENT/RECEPTIVITY/COMPETENCE	1	2	3	4	5
1. Respects student as an important individual in the healthcare team.					
2. Assists students when problem arises					
3. Allows adequate time to accomplish a task					
4. Involves student in formulating plan and decision making					
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19. Staff are receptive to students					

COMMENTS: _____

Recommend for continued use? YES NO _____

Faculty Signature



**The University of Tennessee Health Science Center
College of Nursing
DNP Family Nurse Practitioner Program**

Student Clinical Performance Evaluation

Course Number & Title:

Student's Name:

Preceptor's Name:

Clinical Site:

of Hours Completed:

Expectations	Does Not Meet (0 pts)	Occasionally Meets (4 pts)	Consistently Meets (4.5pts)	Consistently Above (5pts)
Patient Care				
History taking is complete, accurate, relevant, and efficient, with flexibility appropriate to clinical setting and workload demands				
Engages patients/family members; develops and sustains therapeutic relationships				
Utilizes correct and complete physical assessment techniques appropriate to the patients' presentation and health status				
Selects laboratory and diagnostic tests appropriate to the clinical presentation; knows indications for ordering diagnostic studies that are targeted to the patient's presentation, including symptom specific screens/scales				
Recognizes the significance of abnormal findings in routine diagnostic and diagnostic test, including symptom specific screens/scales				
Develops diagnoses and differential diagnoses; avoids irrelevant/unlikely diagnoses				
Identifies the influence of psychosocial factors and medical/neurological illness on personality				
Designs individualized treatment plans; modifies techniques and flexibly applies practice guidelines to fit patient needs				
Integrates multiple modalities and providers in a comprehensive treatment approach				
Practices cost- effective, high-value care				
Chooses appropriately selected evidence-based pharmacologic and non-pharmacologic interventions with appropriate management of side effects and provides patient teaching				
Demonstrates understanding of pathophysiological underpinning of common acute and chronic medical conditions				
Articulates the relationship between common co-morbid conditions and Implications for care.				
Health Promotion and Disease Prevention				
Selects and recommends evidenced-based primary care screenings and				

prevention strategies including immunizations appropriate for individual patient				
Professionalism				
Employs patient-centered principles of care; routinely uses self-help, community resources, social networks, rehabilitation referrals, and recovery programs in patient care				
Demonstrates adherence to ethical principles				
Sensitive to diverse populations and demonstrates cultural competency				
Interpersonal and Communication Skills				
Demonstrates appropriate, efficient, concise and pertinent written/verbal communication, with patients and collaborative health care providers				
Demonstrates discretion and judgment in electronic communication and in the inclusion of sensitive patient material in the medical record				
Independently improves clinical practice through use of evidence-based information; routinely conducts relevant reviews of evidence when delivering patient care, reads and applies with discrimination; uses information technologies to support decision making				

Total Points:

Grading Scale: 92 – 100 (A); 83 – 91 (B); 75 – 82 (C); 70 – 74 (D); 0 – 69 (F)

Student Strengths:	Areas for development/improvement:

Signature denotes review of completed document:

Signature of Preceptor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Faculty: _____ **Date:** _____

