



Division of Nursing Preceptor Handbook

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**TEXAS A&M UNIVERSITY-TEXARKANA
DIVISION OF NURSING**

**Section I: MSN-ADMINISTRATION TRACK
PRECEPTOR ORIENTATION**

To achieve the aims of the nursing program(s), students require extended clinical experiences in community agencies for the purpose of developing and applying new knowledge and skills, and gaining experience in a variety of roles. Students select areas of clinical concentration or focus. Each practicum experience will vary according to the learning needs of students and the learning objectives set by the faculty.

Each faculty member will provide specific criteria for the experiences students need to achieve learning outcomes. These criteria usually include the course objectives, the purposes and objectives of the preceptorship, time frames and criteria for supervision, assignments, feedback expected, and time frames and criteria for evaluation. Faculty will also provide office and home telephone numbers, on-going contact with students and preceptors, and evaluation consultations.

Description of Preceptorship

A preceptorship is a relationship between an expert nurse and a nursing student in order that the student may learn the roles and responsibilities of clinical nursing in a particular area of practice. This learning occurs as nursing students practice alongside the expert nurse. Preceptors also serve as role models for students. A role model allows students to see and experience what you, the expert, do on a daily basis while encouraging the student to ask questions. Preceptors challenge, guide, and direct student learning, and contribute to the evaluation of the student.

Students benefit from an in-depth understanding of the role through exposure to everyday practice with its satisfactions and frustrations; increased ability to problem solve; and from professional nurturance. Preceptors benefit from the opportunity to share knowledge and facilitate the growth of an enthusiastic learner. Preceptors may find that the preceptor role brings status, recognition of expert practice, increased job satisfaction, increased learning, and advancement of their practice.

As a guide in the clinical practice setting, preceptors allow students to perform direct patient activities under their supervision. The preceptor and the student decide on the specific clinical experiences selected to meet learning objectives. This may involve direct or indirect care of patients or aggregates in a variety of settings, of a variety of cultures and with a variety of care needs. Preceptors should work closely with the student to provide

interesting and challenging opportunities for learning.

Preceptors should consider that they are working with adult learners. The characteristics of an adult learner (Knowles, 1984) are:

- Adults prefer to know why they need to learn something before undertaking the learning.
- Adults will invest considerable energy to something that they want to learn and perceived value in learning.
- Adult learners wish to be treated with respect and are capable of self-direction.
- Adults bring with them a volume of experience, including experiences with learning. These experiences can be either/both positive or negative.
- Adults want to learn materials that have practical application.

Preceptors are currently licensed registered nurses who preferably hold a degree in nursing equal to or higher than the level student is attempting to achieve and/or who have at least two years of experience and have expertise in a particular area of practice.

Preceptors are utilized in clinical nursing courses. In the undergraduate program these courses include Professional Nursing Practice with Individuals and Families, Community Health Nursing, and Management in Nursing Practice. In the MSN-Administration program, these courses include the Graduate Practicum. Preceptors serve as role models, mentors, and/or direct supervisors of students in the clinical area. Although the preceptor contributes to the formative and summative evaluations of students, nursing program faculty maintains the ultimate responsibility for student evaluation.

Preceptor Qualifications

Preceptors shall be:

- Experienced in the area in which they supervise students.
- Have the requisite education, certification or experience to supervise the students.
- Available to the student and the faculty for the agreed upon time for student instruction.
- Known by the affiliated agency as one who instructs A&M-Texarkana students and shall have the authority to prioritize their time in order to properly instruct students.
Recommended by the affiliated agency as professionals who are supported in their role as preceptors.

RESPONSIBILITIES

Course Faculty Responsibilities

The **Course Faculty** will:

- Assure student compliance with standards on immunization, screening, CPR, current liability insurance coverage and current nursing licensure prior to clinical experience.
- Assume responsibility for the coordination of the student's clinical experience with the clinical agency and the clinical preceptor
- Collaborate with the student, preceptor and clinical agency to plan and coordinate the clinical experience
- Articulate the roles of the preceptor, faculty, and student and the skill level of the student in the clinical experience.
- Provide written materials, including but not limited to, the philosophy, mission, goals, curriculum, course syllabus and/or clinical objectives and the Preceptor Handbook.
- Review and approve student objectives and schedule of experiences.
- Consult with clinical preceptor and student during the experience to determine learning needs and ensure appropriate assignments.
- Initiate/receive student and preceptor communications by telephone, email, or in person for a report on student progress.
- Provide the final evaluation for the student.
- Collaborate with the preceptor regarding student performance and suggestions for improving clinical experience.
- Communicate essential information to the clinical agency
- Monitor student progress through rounds, student clinical seminars, student-faculty- preceptor conferences and review of student clinical assignments
- Receive student feedback about clinical experience.
- Provide feedback to preceptor regarding performance of preceptor and clinical experience.
- Provide recognition to the preceptor for participation as a preceptor.

The **Clinical Preceptor** will:

- Have clinical expertise in the defined area of nursing practice.
- Be willing to act as a role model and be interested in the student's learning.
- Be familiar with the roles of the preceptor, faculty, and student in the preceptorship experience.
- Orient student to the clinical practice setting, including identification of facility policies and procedures.

- Serve as a role model as a practitioner, teacher, and mentor, precepting no more than 2 students during one clinical rotation.
- Provide the student with ongoing constructive feedback that relates performance standards to student performance.
- Utilize others, including colleagues, nursing administrators, and faculty as resources for problem solving, support, and guidance.
- Provide suggestions that will assist and improve student performance to achieve course and clinical objectives.
- Communicate ongoing student progress to the student and faculty and contribute to the student's summative evaluation.
- Contact faculty if assistance is needed or if any problem with student performance occurs.
- Be available to student during designated clinical hours or provide for a designated preceptor in case of absence from the clinical area.
- Provide input to the course faculty for the formal evaluation of the student's progress.
- While final competency evaluation is the responsibility of faculty, preceptors also evaluate students. Therefore, students are not allowed to pay for clinical preceptorship, as this creates a conflict of interest.

Agency Responsibilities

In facilitating preceptorship experiences, the **agency** should:

- Assist faculty and students in the selection of appropriate preceptors for the preceptorship experience.
- Actively support the preceptor and student during the preceptorship with adequate time, facilities, and experiences as possible.
- Act as a liaison between preceptors and faculty.
- Participate in the evaluation of the preceptorship experience.
- Retain ultimate responsibility for the care of clients.
- Retain responsibility for the preceptor's salary, benefits, and liability.

Student Responsibilities

In preceptorship, the **student** will:

- Comply with health and other professional requirements of the nursing program and clinical facility prior to the start of the clinical experience.
- Establish with preceptor the Preceptor Agreement and successfully complete the terms established within it.
- Identify appropriate candidates to serve as preceptors.
- Dress in a professional manner consistent with clinical facility guidelines and be clearly identified as being a student.
- Maintain open communication with the preceptor and faculty.
- Maintain accountability for own learning activities.
- Prepare for each clinical experience as needed.
- Be accountable for own nursing actions while in the clinical setting.
- Contact faculty by telephone or email for any questions, problems or to obtain needed faculty assistance.
- Respect the confidential nature of all information obtained during clinical experience.
- Develop knowledge and skills in the defined area of nursing practice.
- Use problem-solving and critical thinking to adapt scientific knowledge to the clinical practice area.
- Seek appropriate learning opportunities throughout the clinical experience.
- Complete reflective self-evaluation.
- Adhere to agency policies and procedures.
- Develop collaborative professional relationships with clients, the preceptor, agency personnel, and other health care professionals.
- Complete clinical and course requirements.
- Participate in the evaluation of the course.
- Participate in the evaluation of the clinical agency and of the clinical preceptor.

CLINICAL FORMS

To provide clear expectations for the preceptor and the student, the following forms are required:

- Preceptor Agreement
- Clinical Log
- Student Evaluation of Preceptor
- Student Clinical Performance Evaluation
- Preceptor Evaluation of Clinical Experiences

- Student Evaluation of Clinical Site

The Preceptor Agreement identifies the estimated number of clinical hours for the specific nursing courses.

The Clinical Log is a recording form of the learning objectives completed during the clinical experience. All clinical learning objectives must be met in order to complete the course.

The Student Evaluation of Preceptor form is a means for students to evaluate the effectiveness of the preceptor and the clinical experience within the facility.

The Student Clinical Performance Evaluation form is used by the Preceptor to provide feedback about the student's performance during the clinical experience. The faculty of the course is responsible for the final evaluation of the student.

The Preceptor Evaluation of Clinical Experience form is a means for preceptors to evaluate the course and faculty availability and support.



PRECEPTOR ORIENTATION CHECKLIST CLINICAL NURSING COURSES

FACULTY CHECKLIST

Before Preceptor Experience

- _____ Converse with preceptor via phone or in person
- _____ Verify nursing license, specialty certification as applicable
- _____ Years of experience in administrative/supervisory role _____
- _____ Educational preparedness _____
- _____ Specification of expertise
- _____ Term of agreement: Semester _____ Year _____
- _____ Provide written materials
- _____ Review the roles of the preceptor, faculty, and student
- _____ Review forms in the handbook to be completed by preceptor and student
- _____ Discuss the preceptor's role in the evaluation of students
- _____ Review and approve student objectives

During Preceptor Experience

- _____ Student and preceptor communications by telephone, video conferencing, email, or in person to faculty to report on student progress

After Preceptor Experience

- _____ Receive preceptor feedback about student performance and suggestions for improving clinical experience
- _____ Receive student feedback about clinical experience and preceptor



**TEXAS A&M UNIVERSITY-TEXARKANA
DIVISION OF NURSING**

PRECEPTOR AGREEMENT

Course: _____

Preceptor: _____

Date: _____

Student: _____

Faculty: _____

Date: _____

This agreement specifies the number of clinical hours required for the student's experience.

For NURS 513, it has been found to take ninety (90) clinical contact hours to meet clinical learning objectives. These clinical learning objectives are to be met in a time framework agreeable to the preceptor and student. All clinical requirements need to be completed prior to the end of the course.

If the clinical learning objectives cannot be met, a conference between course faculty, preceptor, and student will occur in order to successfully resolve the issue.

Documentation of achievement of clinical learning objectives is the responsibility of the student and is to be signed and dated by the preceptor.

Upon completion of the required clinical learning objectives, the Clinical Experience Documentation is attached to this agreement and filed with the Division of Nursing.

The specific learning objectives for this clinical experience are found in the course syllabus.

The student will provide personal learning experiences objectives on the first day of the clinical experience.

It is acknowledged that completion of required clinical hours does not assure a passing clinical and/or course grade.



**TEXAS A&M UNIVERSITY-TEXARKANA
DIVISION OF NURSING**

STUDENT EVALUATION OF PRECEPTOR

Student Name: _____ Date: _____

Preceptor Name & Agency: _____

Please indicate with a check mark how you experienced or perceived your clinical preceptor.

	Seldom	Sometimes	Frequently	N/A
Is available/accessible to the student				
Is responsive to the student				
Demonstrates understanding of preceptor role.				
Demonstrates understanding of leader/manager role.				
Serves as an effective role model for leadership and management principles.				
Demonstrates strong positive interpersonal skills with other members of the health team.				
Demonstrates negotiation and conflict management skills.				
Facilitates student's identified goals and objectives.				
Encourages student to assume responsibility and accountability throughout the semester.				
Considers student's background and level of competence.				
Provides feedback which is timely and appropriate.				
Demonstrates critical thinking behaviors.				
Assists student in decision making process				
Allows student to suggest alternatives to the preceptor's ideas.				
Suggests and provides additional learning experiences, when appropriate, to meet student's needs.				

Additional Comments:

Student Signature: _____



**TEXAS A&M UNIVERSITY-TEXARKANA
DIVISION OF NURSING**

PRECEPTOR EVALUATION OF COURSE

We welcome your comments regarding your experience as a preceptor for our course.

1. Did you receive adequate preparation for your role in this course?

2. Do you have a general working knowledge regarding the course outcomes?

3. What suggestions do you have for the course?

4. Please comment on your interaction with the faculty liaison (e.g.: knowledgeable, collegial, receptive, professional, flexible, created a partnership with you).

5. Please indicate how, if at all, this course provides a service to or enhances your organization.

6. When would you be willing to serve as a preceptor again? (Circle One)
Fall Spring Year _____

Thank you for your valuable contribution to this course.



**TEXAS A&M UNIVERSITY-TEXARKANA
DIVISION OF NURSING**

STUDENT EVALUATION OF CLINICAL AGENCY

Student Name: _____ Date: _____

Course: _____

Agency: _____

Please indicate with a check mark how you experienced or perceived your clinical agency.

	Seldom	Sometimes	Frequently	N/A
I was given an opportunity to exercise my own nursing judgment.				
I felt that my abilities and maturity were fully recognized.				
My suggestions were received well.				
I felt the learning experiences at the facility were adequate and available when I needed it.				
I felt the equipment at the facility was adequate and available when I needed it.				
The facility helped me meet my identified goals and objectives.				
I felt the facility was adequate for the assigned clinical learning experience.				
I was given an opportunity to work with members of the interdisciplinary health care team.				

Additional Comments:

Student Signature: _____

Section II: MSN-NURSE PRACTITIONER TRACK

TAMUT NURSE PRACTITIONER PROGRAM CLINICAL POLICIES AND PROCEDURES

Description of Nurse Practitioner Preceptorship

A preceptorship is a relationship between an expert clinician (therapist, social worker, physician, advanced practice nurse, or physician assistant) and a nurse practitioner student in order that the student may learn the roles and responsibilities in a particular area of practice. This learning occurs as nurse practitioner students practice alongside the expert clinician. Preceptors also serve as role models for students. A role model allows students to see and experience what you, the expert, do on a daily basis while encouraging the student to ask questions. Preceptors challenge, guide, and direct student learning, and contribute to the evaluation of the student.

Students benefit from an in-depth understanding of the role through exposure to everyday practice with its satisfactions and frustrations; increased ability to problem solve; and from professional nurturance. Preceptors benefit from the opportunity to share knowledge and facilitate the growth of an enthusiastic learner. Preceptors may find that the preceptor role brings status, recognition of expert practice, increased job satisfaction, increased learning, and advancement of their practice.

As a guide in the clinical practice setting, preceptors allow students to perform direct patient activities under their supervision. The preceptor and the student decide on the specific clinical experiences selected to meet learning objectives. This may involve direct or indirect care of patients or aggregates in a variety of settings, of a variety of cultures and with a variety of care needs. Preceptors should work closely with the student to provide interesting and challenging opportunities for learning.

Preceptors should consider that they are working with adult learners. The characteristics of an adult learner (Knowles, 1984) are:

- Adults prefer to know why they need to learn something before undertaking to learn it.
- Adults will invest considerable energy to something that they want to learn and perceived value in learning.
- Adult learners wish to be treated with respect and are capable of self-direction.
- Adults bring with them a volume of past experience, including experiences with learning. These experiences can be either/both positive or negative.
- Adults want to learn materials that have practical application.

Preceptors are currently licensed clinicians who hold a degree and licensure in the area of which the nurse practitioner student is studying. In addition to expertise in a particular area of practice, the preceptor must also have at minimum one year of practice. Preceptors serve as role models, mentors, and/or direct supervisors of students in the clinical area. Although the preceptor contributes to the formative and summative evaluations of students, nurse

practitioner program faculty maintains the ultimate responsibility for student evaluation.

Preceptor Qualifications

Preceptors shall be:

- Experienced in the area in which they supervise students. A minimum of one year of professional practice is required for NP preceptors.
- Hold appropriate licensure for the clinical experience, as determined by the NP Programs Coordinator and TAMUT Nursing Credentialing Committee.
- Have the requisite education, certification or experience to supervise the students, as determined by the NP Programs Coordinator and TAMUT Nursing Credentialing Committee.
- Approved by the TAMUT Nursing Credentialing Committee to precept NP students.
- Remain available to the student and the faculty for the agreed upon time for student instruction.
- Maintain approval by the contracted agency as one who instructs A&M-Texarkana students and shall have the authority to prioritize their time in order to properly instruct students.

RESPONSIBILITIES

Course Faculty Responsibilities

The course faculty will:

- Provide didactic content in the form of synchronous and/or asynchronous lectures.
- Provide course content in adherence to the course matrix.
- Review past End of Course report recommendations prior to the start of the semester.
- Assure student compliance with standards on immunization, screening, CPR, current liability insurance coverage and current nursing licensure prior to clinical experience.
- Assume responsibility for the coordination of the student's clinical experience with the clinical agency and the clinical preceptor.
- Collaborate with the student, preceptor and clinical agency to plan and coordinate the clinical experience.
- Articulate the roles of the preceptor, faculty, and student and the skill level of the student in the clinical experience.
- Provide written materials, including but not limited to, the philosophy, mission, goals, curriculum, course syllabus and/or clinical objectives and the Preceptor Handbook.
- Review and approve student objectives and schedule of experiences.
- Consult with clinical preceptor and student during the experience to determine learning needs and ensure appropriate assignments.
- Initiate/receive student and preceptor communications by telephone, email, or in person for a report on student progress.

- Collaborate with the preceptor regarding student performance and suggestions for improving clinical experience.
- Communicate essential information to the clinical agency
- Faculty will precept when needed.
- Obtain each clinical student's schedule and set the expectation that faculty must be notified of changes.
- Require a minimum of 2 SOAP notes per clinical course.
- Follow approved policies and procedures which include orienting preceptors per NONPF guidelines, collecting and reviewing clinical logs, auditing hours in Exxat, and ensuring that all surveys/evals are completed.
- Complete the End of Course report at the end of the semester.
- Monitor student progress through simulation, student-faculty- preceptor conferences and review of student clinical assignments.
- Receive student feedback about clinical experience.
- Provide feedback to preceptor regarding performance of preceptor and clinical experience.
- Provide recognition to the preceptor for participation as a preceptor.
- Faculty teaching in the student's first clinical course (553 or 563) will conduct a simulation prior to the student entering the clinical setting to ensure that basic competencies per NONPF are met.
- Each clinical site must be assessed by faculty each semester, using the approved evaluation tool. In-person site evaluations must be conducted at least once a year per site, except for sites > 220 miles from TAMUT. Additional site evaluations may be conducted virtually.
- Faculty must evaluate the student's ability to meet required clinical competencies twice a semester. All evaluations will be conducted via simulation and will utilize standardized patients.
 - 553 and 563: Students will be evaluated at the beginning of the semester to ensure that basic competencies are met prior to entering the clinical setting. A second evaluation will be conducted at the end of the semester, using the approved evaluation tool. The student must pass this assessment to pass the course. If the student fails either evaluation, then remediation is provided by the faculty, and the student is allowed a second attempt. If the student fails the second attempt at the end-of-semester evaluation, they will not be able to progress and will have failed the course.
 - 564, 565, 566, 554, 555, 556: The student will be assessed at midterm and at the end of the semester, using the approved evaluation tool. If the student fails either evaluation, then remediation is provided by the faculty, and the student is allowed a second attempt. If the student fails the second attempt, then they may not progress and have failed the course.

The **Clinical Preceptor** will:

- Have clinical expertise in the defined area of nursing practice.
- Be willing to act as a role model and be interested in the student's learning.
- Be familiar with the roles of the preceptor, faculty, and student in the preceptorship experience.
- Orient student to the clinical practice setting including identification of facility policies and procedures.
- Serve as a role model as a practitioner, teacher, and mentor, precepting no more than 2 students during one clinical rotation.
- Provide the student with ongoing constructive feedback that relates performance standards to student performance.
- Utilize others, including colleagues and faculty, as resources for problem solving, support, and guidance.
- Provide suggestions that will assist and improve student performance to achieve course and clinical objectives.
- Communicate ongoing student progress to the student and faculty and contribute to the student's summative evaluation.
- Contact faculty if assistance is needed or if any problem with student performance occurs.
- Be available to student during designated clinical hours or provide for a designated preceptor in case of absence from the clinical area.
- Provide input to the course faculty for the formal evaluation of the student's progress.
- While final competency evaluation is the responsibility of faculty, preceptors also evaluate students. Therefore, students are not allowed to pay for clinical preceptorship, as this creates a conflict of interest.

Agency Responsibilities

In facilitating preceptorship experiences, the **agency** should:

- Assist faculty and students in the selection of appropriate preceptors for the preceptorship experience.
- Actively support the preceptor and student during the preceptorship with adequate time, facilities, and experiences as possible.
- Act as a liaison between preceptors and faculty.
- Participate in the evaluation of the preceptorship experience.
- Retain ultimate responsibility for the care of clients.
- Retain responsibility for the preceptor's salary, benefits, and liability.

Student Responsibilities

In preceptorship, the **student** will:

- Review the Graduate Handbook and appendices.
- Maintain accountability for understanding the course and program requirements.

- Comply with health and other professional requirements of the nursing program and clinical facility prior to the start of the clinical experience.
- Establish with preceptor the Preceptor Agreement and successfully complete the terms established within it.
- Dress in a professional manner consistent with clinical facility guidelines and be clearly identified as being a student.
- Maintain open communication with the preceptor and faculty.
- Maintain accountability for own learning activities.
- Prepare for each clinical experience as needed.
- Be accountable for own nursing actions while in the clinical setting.
- Contact faculty by telephone or email for any questions, problems or to obtain needed faculty assistance.
- Respect the confidential nature of all information obtained during clinical experience.
- Develop knowledge and skills in the defined area of nursing practice.
- Use problem-solving and critical thinking to adapt scientific knowledge to the clinical practice area.
- Seek appropriate learning opportunities throughout the clinical experience.
- Complete reflective self-evaluation.
- Adhere to agency policies and procedures.
- Develop collaborative professional relationships with clients, the preceptor, agency personnel, and other health care professionals.
- Complete clinical and course requirements.
- Participate in the evaluation of the course.
- Participate in the evaluation of the clinical agency and of the clinical preceptor.
- In the nurse practitioner tracks, only direct patient care is counted towards the hour requirement. Additionally, all hours must be completed on-site. Students may evaluate patients via telehealth, but the student must be physically present at the approved clinical site (per the affiliation agreement). Students may not participate in telehealth clinical hours from home or from an alternative location that is not covered in the affiliation agreement

CLINICAL FORMS

The student is responsible for ensuring that all required documents are maintained and submitted in a timely fashion. The forms in this packet are included for you review and records:

- Nurse Practitioner Clinical Course Faculty Checklist
- Preceptor Agreement
- Preceptor Information Sheet
- Clinical Log
- Student Evaluation of Preceptor
- Preceptor Evaluation of Student
- Faculty Evaluation of Student
- Preceptor Evaluation of Course
- Clinical Site Evaluation Tool

The **Nurse Practitioner Clinical Course Faculty Checklist** is a list of items that the course faculty will complete each semester to ensure that the preceptor is oriented to the course and that appropriate procedures have been completed. The **Preceptor Agreement** identifies the required number of clinical hours for the specific course. The **Preceptor Information Sheet** provides information to faculty regarding the clinical expertise of the preceptor. This information, along with a resume or curriculum vitae, is used to verify licensure in accordance with accreditation standards. The **Clinical Log** is a recording form of the hours completed during the clinical experience; hours are also recorded by the student in Exxat. The **Student Evaluation of Preceptor** form is a means for students to evaluate the effectiveness of the preceptor and the clinical experience within the facility. The **Preceptor Evaluation of Student** forms are used by the Preceptor to provide feedback about the student's performance during the clinical experience. The **Faculty Evaluation of Student** form is used by the faculty to provide feedback about the student's performance during the clinical experience. The **Preceptor Evaluation of Course** form provides feedback regarding the precepting experience to graduate faculty. The **Clinical Site Evaluation Tool** is used by faculty to evaluate the clinical site.

PMHNP COURSE DESCRIPTIONS

Below you will find descriptions of each clinical course. Additionally, objectives for each course will be reviewed with each preceptor prior to clinical experiences beginning.

NURS 553 Psychiatric Mental Health Nurse Practitioner Concepts & Theories I: This course forms the theoretical basis for the competencies of the Psychiatric Mental Health Nurse Practitioner (PMHNP). This course lays the scientific foundation for independent practice as the RN transitions to the role of the Nurse Practitioner in health promotion, disease prevention, diagnosis, and management of illness in psychiatric patients across the lifespan. The diagnostic evaluation will include the development of interview techniques, mental health examinations, and tools unique to the evaluation of psychiatric, mental, and behavioral health problems. Management of mental/behavioral health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling in the patient with serious/persistent mental/behavioral health problems. This course includes 90 clinical hours. (3SCH)

NURS 554 Psychiatric Mental Health Nurse Practitioner Concepts & Theories II: The focus of this course is on the refinement of the Psychiatric Mental Health Nurse Practitioner (PMHNP) role in health promotion, disease prevention, diagnosis, and management in psychiatric practice with diverse populations of individuals, groups, and families across the lifespan. Theoretical foundation and interventional approaches for group and family therapies will be explored. In addition, the nurse practitioner's role as a collaborative member of the interprofessional team will be evaluated. This course includes 90 clinical hours. (3SCH)

NURS 555 Psychiatric Mental Health Nurse Practitioner Practicum I: The focus of this clinical course is the integration of the Psychiatric Mental Health Nurse Practitioner (PMHNP) essential knowledge in health promotion, diagnosis, and management of patients with actual and potential psychiatric disorders across the lifespan and the healthcare continuum. Emphasis is placed on the care of patients with acute and chronic psychiatric disorders in collaboration with interprofessional teams using evidence-based and patient-centered strategies. This course includes 300 clinical hours. (6SCH)

NURS 556 Psychiatric Mental Health Nurse Practitioner Practicum II: The focus of this clinical course is the continued integration of the Psychiatric Mental Health Nurse Practitioner (PMHNP) essential knowledge in health promotion, diagnosis, and management of patients and families with actual and potential psychiatric disorders across the lifespan and the healthcare continuum. Emphasis is placed on the care of patients with acute and chronic psychiatric disorders in collaboration with interprofessional teams using evidence-based and patient-centered strategies. This course includes 300 clinical hours. (6SCH)

**PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER
CLINICAL HOUR REQUIREMENTS FOR BSN to MSN TRACK**

Texas A&M Texarkana’s Psychiatric Mental Health Nurse Practitioner (PMHNP) Program BSN to MSN track requires 780 direct patient care hours and 90 simulation hours. Each clinical hour may only be counted once. For example, if a patient is an adult and is receiving medication for a substance use disorder, the patient encounter may be counted as medication management OR substance abuse medication management, but not both.

Simulation Hours

NURS 542	45
NURS 550	45

Direct Patient Care Hours

NURS 553	90
NURS 554	90
NURS 555	300
NURS 556	300

Required Patient Populations

Child/Adolescent Medication Management	90
Geriatrics Medication Management	90
Adult Medication Management	90
Substance Abuse Medication Management or Substance Abuse therapy hours	90
Psychotherapy *Hours must be in both group and individual therapy	135
Other Medication Management Hours (Population to be determined by student)	285

** Deviations from the above hour requirements must be approved by the NP Coordinator.

- Simulation Hours: Hours spent in simulation.
- Medication Management Hours (PMHNP students only): Hours spent in direct-patient care with a focus on the prescribing and management of psychotropic medications, diagnostics, and management of psychiatric and comorbid medical illness.
- Psychotherapy Hours (PMHNP students only): Hours spent in direct-patient care with a focus on delivering psychotherapy in the individual, group, or family setting.
- Pediatric: Birth to 17; Adult: 18 to 59; Geriatric: 60 and older.
- Substance abuse: Therapy OR medication management hours in the substance abuse setting.

**PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER
CLINICAL HOUR REQUIREMENTS FOR POST-GRADUATE TRACK**

Texas A&M Texarkana’s Psychiatric Mental Health Nurse Practitioner (PMHNP) Program post- Graduate track requires 780 direct patient care hours. Additionally, unless provided an exemption, NURS 542 is required and includes 45 simulation hours. Each clinical hour may only be counted once. For example, if a patient is an adult and is receiving medication for a substance use disorder, the patient encounter may be counted as medication management OR substance abuse medication management, but not both.

Simulation Hours

NURS 542	45
NURS 550	45

Direct Patient Care Hours

NURS 553	90
NURS 554	90
NURS 555	300
NURS 556	300

Required Patient Populations

Child/Adolescent Medication Management	90
Geriatrics Medication Management	90
Adult Medication Management	90
Substance Abuse Medication Management or Substance Abuse therapy hours	90
Psychotherapy *Hours must be in both group and individual therapy	135
Other Medication Management Hours (Population to be determined by student)	285

** Deviations from the above hour requirements must be approved by the NP Coordinator.

- Simulation Hours: Hours spent in simulation.
- Medication Management Hours (PMHNP students only): Hours spent in direct-patient care with a focus on the prescribing and management of psychotropic medications, diagnostics, and management of psychiatric and comorbid medical illness.
- Psychotherapy Hours (PMHNP students only): Hours spent in direct-patient care with a focus on delivering psychotherapy in the individual, group, or family setting.
- Pediatric: Birth to 17; Adult: 18 to 59; Geriatric: 60 and older.
- Substance abuse: Therapy OR medication management hours in the substance abuse setting.

FNP COURSE DESCRIPTIONS

Below you will find descriptions of each clinical course. Additionally, objectives for each course will be reviewed with each preceptor prior to clinical experiences beginning.

NURS 563 Family Nurse Practitioner Concepts & Theories I: This course forms the theoretical basis for the competencies of the Family Nurse Practitioner (FNP). This course lays the scientific foundation for independent practice as the RN transitions to the role of the Nurse Practitioner in health promotion, disease prevention, diagnosis, and management of illness in patients across the lifespan. The diagnostic evaluation will include the development of interview techniques, health examinations, and tools unique to the evaluation of acute and chronic illnesses across the lifespan. Management of health problems in individuals will include both pharmacologic and non-pharmacologic interventions. A supervised clinical practicum may be taken concurrently or subsequently, depending on the student's degree plan. Prerequisites: NURS 540, 541, 542, 543. This course includes 90 clinical hours. (3SCH).

NURS 564 Family Nurse Practitioner Concepts & Theories II: The focus of this course is on the refinement of the Family Nurse Practitioner (FNP) role in health promotion, disease prevention, diagnosis, and management in family practice with diverse populations of individuals, groups, and families across the lifespan. In addition, the nurse practitioner's role as a collaborative member of the interprofessional team will be evaluated. A supervised clinical practicum may be taken concurrently or subsequently, depending on the student's degree plan. Prerequisites: NURS 563. This course includes 90 clinical hours. (3SCH)

NURS 565 Family Nurse Practitioner Practicum I: The focus of this clinical course is the integration of the Family Nurse Practitioner (FNP) essential knowledge in health promotion, diagnosis, and management of patients with acute and chronic diseases across the lifespan and the healthcare continuum. Emphasis is placed on the care of patients with acute and chronic diseases in collaboration with interprofessional teams using evidence-based and patient-centered strategies. Prerequisites: NURS 564. This course includes 300 clinical hours. (6SCH).

NURS 566 Family Nurse Practitioner Practicum II: The focus of this clinical course is the continued integration of the Family Nurse Practitioner (FNP) essential knowledge in health promotion, diagnosis, and management of patients and families with acute and chronic diseases across the lifespan and the healthcare continuum. Emphasis is placed on the care of patients with acute and chronic diseases in collaboration with interprofessional teams using evidence-based and patient-centered strategies. Prerequisites: NURS 565. This course includes 300 clinical hours. (6SCH).



FAMILY NURSE PRACTITIONER CLINICAL HOUR REQUIREMENTS FOR BSN to MSN TRACK

Texas A&M Texarkana's Family Nurse Practitioner (FNP) Program BSN to MSN track requires 780 direct patient care hours. Students taking NURS 542 are required to complete 45 simulation hours. Each clinical hour may only be counted once.

Simulation Hours

NURS 542	45
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Direct Patient Care Hours

NURS 563	90
NURS 564	90
NURS 565	300
NURS 566	300

Required Patient Populations

Child/Adolescent	135
Geriatrics	135
Women's Health	135
Adult Management	135
Substance Abuse OR Rural Health	105
Elective Hours	135

**Deviations from the above hour requirements must be approved by the NP Coordinator.

Definitions

Pediatric: Birth to 17; **Adult:** 18 to 59; **Geriatric:** 60 and older.

Substance abuse: Medication management hours or therapy in the substance abuse setting.

Rural Health: Medication management in the rural health setting, to be approved by NP Coordinator.

Women's Health: Treatment of a patient for a women's health primary complaint.

Elective Hours: To be approved by NP Coordinator.

**FAMILY NURSE PRACTITIONER
CLINICAL HOUR REQUIREMENTS FOR POST-GRADUATE TRACK**

Texas A&M Texarkana’s Family Nurse Practitioner (FNP) Post-Graduate track requires 780 direct patient care hours and 45 simulation hours. Additionally, unless provided an exemption, NURS 542 is required and includes 45 simulation hours. Each clinical hour may only be counted once.

Simulation Hours

NURS 542	45
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Direct Patient Care Hours

NURS 563	90
NURS 564	90
NURS 565	300
NURS 566	300

Required Patient Populations

Child/Adolescent	135
Geriatrics	135
Women’s Health	135
Adult Management	135
Substance Abuse OR Rural Health	105
Elective Hours	135

**Deviations from the above hour requirements must be approved by the NP Coordinator.

Definitions

Pediatric: Birth to 17; **Adult:** 18 to 59; **Geriatric:** 60 and older.

Substance abuse: Medication management hours or therapy in the substance abuse setting.

Rural Health: Medication management in the rural health setting, to be approved by NP Coordinator.

Women’s Health: Treatment of a patient for a women’s health primary complaint.

Elective Hours: To be approved by NP Coordinator.

FNP Clinical Learning Outcomes

- Demonstrate application of advanced knowledge in the health promotion, disease prevention, diagnosis, and management in family practice with diverse populations of individuals, groups, and families across the lifespan
- Integrate history, interview, and physical exam data with the knowledge of pathophysiology of acute and chronic disorders across the life span to develop appropriate differential diagnoses, and initiate appropriate patient-centered interventions
 - Implement traditional and complementary pharmacological interventions into the treatment and management of acute and chronic illnesses
- Include social, cultural, and spiritual components in patient-centered plans of care for patients and families
- Demonstrate core professional values and ethical/legal standards in the implementation of the Family Nurse Practitioner role
- Continue to identify and integrate evidence-based findings to the diagnosis and management of acute and chronic illnesses across the life span
- Use self-reflection to evaluate progress in professional development in the role of the nurse practitioner as a member of an interprofessional team
- Analyze patient safety, quality indicators, patient access, cost, and outcome improvement in the delivery of quality primary care to patients

PMHNP Track Clinical Learning Outcomes

- Demonstrate application of advanced knowledge in the health promotion, disease prevention, diagnosis, and management in psychiatric practice with diverse populations of individuals, groups, and families across the lifespan.
- Integrate history, interview, mental health exam, and physical exam data with the knowledge of pathophysiology and psychopathology of acute and chronic disorders across the life span to develop appropriate differential diagnoses and initiate appropriate patient-centered interventions.
- Implement traditional and complementary pharmacological interventions into the treatment and management of psychiatric illnesses.
- Include social, cultural, and spiritual components in patient-centered plans of care for patients and families.
- Demonstrate core professional values and ethical/legal standards in the implementation of the Psychiatric Mental Health Nurse Practitioner role.
- Continue to identify and integrate evidence-based findings to the diagnosis and management of psychiatric illnesses across the life span.
- Use self-reflection to evaluate progress in professional development in the role of the nurse practitioner as a member of an interprofessional team.
- Analyze patient safety, quality indicators, patient access, cost, and outcome improvement in the delivery of quality mental health care to patients.

References

Texas Board of Nursing (2013). Precepted clinical experiences. 3.8.3. a. Education guideline. Austin, Texas. Retrieved from http://www.bne.state.tx.us/pdfs/education_pdfs/education_nursing_guidelines/3.8Clinical_Learning_experiences/3-8-3-a.pdf

Knowles, M. (1984). *The adult learner: A neglected species* (3rd Ed.). Houston, TX: Gulf Publishing

**NURSE PRACTITIONER
CLINICAL COURSE FACULTY CHECKLIST**

Item	Completed (Y/N)
Review the prior End of Course paperwork for the course.	
In 553 and 563: Evaluate the student and ensure that basic competencies (eliciting a chief complaint, collecting elements of an HPI, obtaining a history, completing a ROS, completing an appropriate exam, formulating differential diagnoses, providing a safe plan of care and patient teaching) are achieved prior to entering the clinical setting.	
Provide synchronous and/or asynchronous lectures to students.	
Ensure that the course content and assignments are in alignment with the course matrix.	
Establish contact with clinical preceptors in the course.	
Complete Items on NTF Sample Form F: In Support of Criterion II.G	
Review the course syllabus, calendar, and expectations with students.	
Complete the two required student evaluations using the approved evaluation tool and provide feedback to students.	
Ensure that students complete two SOAP notes per semester.	
Complete site evaluations as directed by the NP Programs Coordinator.	
Collect student evaluations of the student learning outcomes and preceptors.	
Collect preceptor evaluations of the course and student.	
Audit Exxat logs and compare to the collected signature log.	
Complete and submit End of Course paperwork.	
Provide thank you notes to preceptors with the number of hours precepted.	



**TEXAS A&M UNIVERSITY-TEXARKANA
NURSE PRACTITIONER STUDENT
PRECEPTOR INFORMATION SHEET**

NAME: _____

CREDENTIALS: _____

OFFICE ADDRESS: _____

OFFICE PHONE NUMBER: _____

PREFERRED EMAIL: _____

OFFICE CONTACT PERSON (IF OTHER THAN PRECEPTOR):

PRECEPTOR PROFESSIONAL LICENSE NUMBER: _____

STATE ISSUING LICENSE: _____

EXPIRATION DATE: _____

YEARS OF PROFESSIONAL EXPERIENCE: _____

RELEVANT WORK HISTORY:

EDUCATIONAL BACKGROUND (DEGREE, YEAR OBTAINED, ADDITIONAL CERTIFICATIONS):



**TEXAS A&M UNIVERSITY-TEXARKANA
NURSE PRACTITIONER STUDENT
PRECEPTOR AGREEMENT**

Thank you for your willingness to precept our Texas A&M Texarkana Nurse Practitioner Student. Please send any questions or concerns to the student’s course faculty.

This agreement specifies the number of clinical hours required for the student’s experience.

For NURS _____ (course number) a minimum of _____ clinical contact hours is required.

As a requirement for this course, the student must obtain hours in the following (describe type and quantity of hours):

These hours are to be completed in a time framework agreeable to the preceptor and student. All clinical requirements need to be completed prior to the end of the course. If the clinical hours cannot be completed, a conference between course faculty, preceptor, and student will occur in order to successfully resolve the issue. Documentation of clinical hours is the responsibility of the student and is to be signed and dated by the preceptor. The student will provide objectives and the course syllabus prior to the first day of the clinical experience.

Student Name

Student Signature

Date

Preceptor Name

Preceptor Signature

Date



**TEXAS A&M UNIVERSITY-TEXARKANA
PRECEPTOR EVALUATION OF STUDENT
FOR PMHNP CLINICAL COURSES**

Rating Scale:

0 = No opportunity to perform or not applicable

1= Unsatisfactory

2 = Satisfactory

Student Name: _____

Objective	0	1	2
1. Elucidates a chief complaint and components of an HPI			
2. Obtains appropriate medical history			
3. Obtains appropriate psychiatric history			
4. Obtains appropriate past/current mood symptoms			
5. Obtains appropriate past/current psychosis symptoms			
6. Obtains appropriate substance use/abuse history			
7. Obtains appropriate past/current anxiety symptoms			
8. Performs ROS			
9. Screens for suicidal and homicidal ideation			
10. Performs MSE			
11. Interprets Tests, VS, Imaging, Screening Tools			
12. Formulates Correct Principal Diagnosis			
13. Formulates Appropriate Medical Differentials/Rule Outs			
14. Formulates Appropriate Psychiatric Differentials/Rule Outs			
15. Identifies Safe and Evidence-Based Psychopharmacological Plan			
16. Identifies Evidence-Based Psychotherapy Plan			
17. Provides Patient Teaching (regarding diagnosis, medication and safety plan)			
18. Designates Follow Up and Places Referral as Appropriate			
19. Performs Interview in a Timely Manner with Appropriate Communication			
20. Orally presents the patient in a concise manner, including the proposed diagnosis and treatment plan			

 Preceptor Signature

 Date



**TEXAS A&M UNIVERSITY-TEXARKANA PRECEPTOR
EVALUATION OF STUDENT FOR PMHNP THERAPY CLINICAL**

Rating Scale:

0 = No opportunity to perform or not applicable

1= Unsatisfactory

2 = Satisfactory

Student Name: _____

Objective	0	1	2
Conducts comprehensive biopsychosocial assessments			
Assesses readiness for therapy and appropriateness of modality			
Establishes and maintains therapeutic rapport			
Demonstrates empathy, warmth, and genuineness			
Uses appropriate professional boundaries			
Demonstrates self-awareness and reflective practice			
Identifies presenting problems, strengths, and protective factors			
Adheres to ethical principles in psychotherapy practice			
Develops a coherent case formulation (theoretical framework evident)			
Integrates developmental, trauma, cultural, and relational factors			
Identifies risk factors (suicide, self-harm, violence) within therapy context			
Selects interventions appropriate to diagnosis and patient goals			
Adjusts interventions based on patient response			
Recognizes limits of competence and seeks supervision appropriately			
Uses active listening and therapeutic questioning			
Integrates cultural identity, beliefs, and values into therapy			
Collaborates effectively with supervisors and interdisciplinary teams			
Provides psychoeducation tailored to patient understanding			

Preceptor Signature

Date



**TEXAS A&M UNIVERSITY-TEXARKANA
PRECEPTOR EVALUATION OF STUDENT
FOR FNP CLINICAL COURSES**

Rating Scale:

0 = No opportunity to perform or not applicable

1= Unsatisfactory

2 = Satisfactory

Student Name: _____

Objective	0	1	2
1. Elucidates a chief complaint and components of an HPI			
2. Establishes rapport with patient/client.			
3. Obtains appropriate medical history			
4. Performs ROS			
5. Performs the appropriate physical exam for the setting and chief complaint.			
6. Identifies or orders appropriate testing including laboratory tests and imaging.			
7. Interprets Tests, VS, Imaging, Screening Tools			
8. Formulates Correct Principal Diagnosis			
9. Formulates Appropriate Differentials/Rule Outs			
10. Identifies appropriate referrals and consults.			
11. Identifies Safe and Evidence-Based pharmacological Plan			
12. Provides Patient Teaching (regarding diagnosis, medication and safety plan)			
13. Designates Follow Up as Appropriate			
14. Performs Interview in a Timely Manner with Appropriate Communication			
15. Orally presents the patient in a concise manner, including the proposed diagnosis and treatment plan			

Preceptor Signature

Date



**TEXAS A&M UNIVERSITY-TEXARKANA
NP STUDENT EVALUATION OF PRECEPTOR**

Student Name: _____ Date: _____

Preceptor Name &
Agency: _____

Please indicate with a check mark how you experienced or perceived your clinical preceptor.

	Seldom	Sometimes	Frequently	N/A
Is available/accessible to the student				
Is responsive to the student				
Demonstrates understanding of preceptor role.				
Demonstrates understanding of leader/manager role.				
Serves as an effective role model for leadership and management principles.				
Demonstrates strong positive interpersonal skills with other members of the health team.				
Demonstrates negotiation and conflict management skills				
Facilitates student's identified goals and objectives.				
Encourages student to assume responsibility and accountability throughout the semester.				
Considers student's background and level of competence.				
Provides feedback which is timely and appropriate.				
Demonstrates critical thinking behaviors.				
Assists student in decision making process				
Allows student to suggest alternatives to the preceptor's ideas.				
Suggests and provides additional learning experiences, when appropriate, to meet student's needs.				

Additional Comments:

Student Signature: _____



**TEXAS A&M UNIVERSITY-TEXARKANA
FACULTY EVALUATION OF STUDENT
FOR PMHNP CLINICAL COURSES**

Rating Scale:

0 = No opportunity to perform or not applicable

1= Unsatisfactory

2 = Satisfactory

BOLD = Satisfactory performance required to pass, regardless of total score

Objective	0	1	2
1. Elucidates a chief complaint and components of an HPI			
2. Obtains appropriate medical history			
3. Obtains appropriate psychiatric history			
4. Obtains appropriate past/current mood symptoms			
5. Obtains appropriate past/current psychosis symptoms			
6. Obtains appropriate substance use/abuse history			
7. Obtains appropriate past/current anxiety symptoms			
8. Performs ROS			
9. Screens for suicidal and homicidal ideation			
10. Performs MSE			
11. Interprets Tests, VS, Imaging, Screening Tools			
12. Formulates Correct Principal Diagnosis			
13. Formulates Appropriate Medical Differentials/Rule Outs			
14. Formulates Appropriate Psychiatric Differentials/Rule Outs			
15. Identifies Safe and Evidence-Based Psychopharmacological Plan			
16. Identifies Evidence-Based Psychotherapy Plan			
17. Provides Patient Teaching (regarding diagnosis, medication and safety plan)			
18. Designates Follow Up and Places Referral as Appropriate			
19. Performs Interview in a Timely Manner with Appropriate Communication			
20. Orally presents the patient in a concise manner, including the proposed diagnosis and treatment plan			



Total score divided # of items scored as a "1" or "2" (omit items that received a "0"): Y / N

Were items 1,9,10, and 12 marked as a "2"? Y / N

Passing Score Per Clinical Course:

553: Minimal score to pass: **1.4** (in addition to receiving a score of "2" for items 1,9,10,14)

554: Minimal score to pass: **1.5** (in addition to receiving a score of "2" for items 1,9,10,14)

555: Minimal score to pass: **1.6** (in addition to receiving a score of "2" for items 1,9,10,14)

556: Minimal score to pass: **1.8** (in addition to receiving a score of "2" for items 1,9,10,14)

Students will be assessed near the midterm and the end of the semester. The evaluation may take place with a simulation patient or in the clinical setting. The student will be allowed to reattempt the assessment one time. If the student fails the clinical interview at midterm or at the end of the semester twice, then the student is unable to pass the course. Additionally, a grade for the clinical evaluation may be assigned per the course syllabus.

Faculty Signature

Signature Date

Student Name

Assessment Date

Student Signature

Signature Date



**TEXAS A&M UNIVERSITY-TEXARKANA
FACULTY EVALUATION OF STUDENT
FOR FNP CLINICAL COURSES**

Rating Scale:

0 = No opportunity to perform or not applicable

1= Unsatisfactory

2 = Satisfactory

BOLD = Satisfactory performance required to pass, regardless of total score

Objective	0	1	2
1. Elucidates a chief complaint and components of an HPI			
2. Establishes rapport with patient/client.			
3. Obtains appropriate medical history			
4. Performs ROS			
5. Performs the appropriate physical exam for the setting and chief complaint.			
6. Identifies or orders appropriate testing including laboratory tests and imaging.			
7. Interprets Tests, VS, Imaging, Screening Tools			
8. Formulates Correct Principal Diagnosis			
9. Formulates Appropriate Differentials/Rule Outs			
10. Identifies appropriate referrals and consults.			
11. Identifies Safe and Evidence-Based pharmacological Plan			
12. Provides Patient Teaching (regarding diagnosis, medication and safety plan)			
13. Designates Follow Up as Appropriate			
14. Performs Interview in a Timely Manner with Appropriate Communication			
15. Orally presents the patient in a concise manner, including the proposed diagnosis and treatment plan			



Were items 1, 3, 4, 5, and 8 marked as a "2"? Y / N

Passing Score Per Clinical Course:

563: Minimal score to pass: **1.4** (in addition to receiving a score of "2" 1, 3, 4, 5, and 8)

564: Minimal score to pass: **1.5** (in addition to receiving a score of "2" 1, 3, 4, 5, and 8)

565: Minimal score to pass: **1.6** (in addition to receiving a score of "2" 1, 3, 4, 5, and 8)

566: Minimal score to pass: **1.8** (in addition to receiving a score of "2" 1, 3, 4, 5, and 8)

Students will be assessed near the midterm and the end of the semester. The evaluation may take place with a simulation patient or in the clinical setting. The student will be allowed to reattempt the assessment one time. If the student fails the clinical interview at midterm or at the end of the semester twice, then the student is unable to pass the course. Additionally, a grade for the clinical evaluation may be assigned per the course syllabus.

Faculty Signature

Signature Date

Student Name

Assessment Date

Student Signature

Signature Date

Clinical Site Evaluation Tool (Faculty Use Only)

Course: _____
 Clinical Site Name: _____
 Faculty Evaluator: _____
 Date of Evaluation: _____

Clinical Environment & Resources

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The clinical site provides a safe and supportive learning environment.					
Adequate patient volume and case variety are available.					
Facilities and equipment support NP clinical education.					
Clinical workflows allow meaningful student participation.					

Scope of Practice & Learning Opportunities

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site allows students to practice within appropriate					

NP scope.					
Students are exposed to evidence-based practice.					
Opportunities exist for assessment, diagnosis, and treatment planning.					
Patient population aligns with course objectives.					

Preceptor Support & Engagement

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Preceptors demonstrate commitment to teaching.					
Preceptors communicate effectively with faculty.					
Supervision is appropriate for the student role.					

Interprofessional Collaboration

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site					

promotes interprofessional collaboration.					
Students observe or participate in team-based care.					
Communication among disciplines is evident.					

Professionalism & Safety

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site maintains patient and student safety.					
HIPAA and confidentiality standards are upheld.					
Ethical and professional behavior is modeled.					

Overall Site Suitability

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site meets program expectations.					
The site is appropriate for continued					



student placement.					
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Notes

Faculty Recommendation

- Recommended for continued use
- Recommended with conditions/modifications
- Not recommended for continued use

Faculty Signature: _____ Date: _____