



THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER.

COLLEGE OF NURSING



**DOCTOR OF NURSING PRACTICE &
POST-GRADUATE APRN CERTIFICATE PROGRAMS**

STUDENT/PRECEPTOR/FACULTY MANUAL

FOR

FAMILY NURSE PRACTITIONER

2023-2024

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**Family Nurse Practitioner (FNP) Concentration
Doctor of Nursing Practice (DNP) and Post-Graduate APRN Programs**

Concentration Goals

Welcome to the Family Nurse Practitioner (FNP) concentration. The FNP concentration is one of eight 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 and 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 the implementation of evidence-based care and foster independence in management of health for both individuals and defined populations. After completing 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 with some of the elements composing the clinical education of FNP students. Occasionally, there are concentration and 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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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 ProjectConcert 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 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 the 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.

Expectations for DNP Students

The general expectations for students in the College of Nursing are contained in the UTHSC Bulletin and *CenterScope* located at: <http://catalog.uthsc.edu/>. This document focuses on specific guidelines and issues for the clinical aspects of the DNP/AG-ACNP concentration.

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 will need to know which documents must be completed, by whom, and when.

With the assistance of the Clinical Coordinator, your faculty will identify and assign your clinical site and preceptor. All clinical sites and preceptors must be approved and proper documents executed between them, the university and faculty before you begin to see patients at the site.

Student Responsibilities for Clinical Experiences

- Review course outcomes.
 - Your faculty will discuss with the preceptor what is expected for the course. You are responsible for knowing what you are to be learning and how your learning progresses in the course.
- Meet with Preceptor, if indicated.
 - Some preceptors prefer to interview you before agreeing to work with you, while others do not. If you have an interview, you should use it to your advantage.
- Provide the preceptor with an understanding of your level, ability, and personality.
- 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 CV.

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 it when the course ends.
 - **Your schedule must in ProjectConcert under the scheduling tab.**
- Schedule the start and end dates and the days of the week for the entire time you will be on-site and place this in ProjectConcert in the scheduling tab.
- Schedule the course evaluation with the preceptor.

Professional Dress and Behavior

- You are a representative of UTHSC College of Nursing; present yourself professionally.
- Demonstrate respect for preceptors, faculty, staff, patients, and their families.
- You should be professionally dressed and wear your UTHSC Student ID.
- A short lab coat with the UTHSC patch on the left upper arm is appropriate unless the preceptor says otherwise.
- You should follow the dress and OSHA standards for the clinical attire of your clinical site.
- You should express your appreciation to your preceptors for their assistance.

Preparation for Clinical Experiences

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

Attendance

- Attendance at the negotiated times and days with the preceptor is required.
- Documentation in ProjectConcert is another requirement. The faculty will monitor this to help assure you are meeting the required minimum expectations.
- Be proactive with your faculty if you find you are running into problems in meeting your minimum expectations. Rarely can you expect to receive an incomplete for a clinical course.
- 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 for the missed experiences and have this approved by the faculty and preceptor.
- Unapproved absences for assigned clinical experiences are a violation of professional behavior and may result in disciplinary action.

Use of ProjectConcert to Track Experiences

The ProjectConcert system is used to provide online tools specifically designed to record and maintain student and clinical data. Each student has a specific account.

- Students track clinical time and log patient encounters.

- **Students upload and maintain current RN licensure, BLS, and ACLS.**
- Students may also upload required clinical forms or complete other clinical assignments.
- Faculty review ProjectConcert weekly to ensure students are on track.
- Approved preceptors and clinical sites are maintained in ProjectConcert.

Expectations of Preceptors 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 students 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.

Essential Aspects of the Student and Preceptor Relationship

- Immediately report to the faculty any student behaviors threatening the patient's safety or risk to the clinical site.
- Monitor and report student performance, including at risk of not meeting standards.
- Supervise students in the clinical setting.
- Communicate with the appropriate providers about assigning patients and specific procedures to enhance learning with minimal disruption in the acute care setting.
- 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 preceptor to clarify course objectives and focus of clinical activities.
- Assist preceptor in completing required documents associated with preceptor role.
- Create an acceptable schedule with the preceptor.
- Contact the preceptor in case of any absence before the absence.
- Negotiate with the preceptor to make up time missed if possible.
- Dress appropriately for the site and demonstrate professionalism at all times.

Preceptors Can Expect Faculty To:

- Provide course description, clinical outcomes, and the amount of time required.
- Provide information about the AG-ACNP 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 performance.

Preceptors Who Wish to Be Appointed Volunteer Faculty

The University of Tennessee recognizes the valuable contributions of people who freely give their time and talents to benefit the University of Tennessee Health Science Center, College of Nursing without compensation. In the enactment of the Tennessee Claims Commission Act of 1984, the Tennessee legislature 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 Volunteer Faculty in the College of Nursing.

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

- Curriculum vitae or resume
- Copy of current license
- Two (2) 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 also are eligible for:

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

Expectations of Faculty Before the

Beginning of a clinical assignment:

- 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 Course:

- 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 use of clinical guidelines and standards of care.
- Support students in the refinement of effective communication.
- Alert students to focus on problem areas early to provide an opportunity to refine skills by when practicum is completed.
- Communicate with 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 UTHSC. This agreement specifies the responsibilities of each organization and provides legal protections for both. All currently approved sites are listed in ProjectConcert, but some may be difficult to find as the organization's name may have changed since the initial approval. The Clinical Coordinator can assist in identifying approved sites.

Preceptor/Volunteer Faculty

All preceptors are required 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 offers legal protections as well. All approved preceptors are listed in ProjectConcert.

CPR Certification

Students are responsible for maintaining current certification in CPR. The certification may expire when the student is in the program, but students must recertify to remain current. The dates of coverage for certification are listed in Verified Credentials under each student's account and are in ProjectConcert.

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

DNP students undergo a required urine drug screen before beginning the program and annually. In addition, drug screens may be required for cause, random screenings, or clinical agency requirements.

Immunizations

The university requires that students complete a list of immunization and TB skin tests before engaging in any patient care. The University Health Service maintains these data via Verified Credentials. Some clinical agencies may have additional requirements for immunizations, but students will be informed before the specific clinical experience.



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 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 the preceptor's salary, benefits, and liability.

Student Responsibilities:

1. Verify clinician/administrators eligibility to function as a 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 the 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 your understanding of an agreement to this affiliation correctly.

**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.					
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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:** _____

