



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

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Nurse Practitioner Program

Site Visitor Handbook

1420 Austin Bluffs Parkway
Colorado Springs, CO 80918
(719-255-4434)
Fax: 719-255-4496



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IMPORTANT CONTACT INFORMATION

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

GRADUATE NURSING DEPARTMENT

Amy Silva---Smith Ph.D., ANP---BC

Associate Professor

Nursing Department Chair

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

University of Colorado Colorado Springs (UCCS)

Tel: 719-255-4490

asilvam@uccs.edu

CLINICAL PRACTICUM COMPONENT

Carole G. Traylor, DNP, RN, CPNP

Assistant Professor Clinical Site Coordinator

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

University of Colorado Colorado Springs

Tel: 719-255-4095

ctraylor@uccs.edu

CLINICAL PRACTICUM ASSISTANT/MEDATRAX LIASON

Denise Ostovich, MSN, MPA, RN

Clinical Practicum Assistant

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

University of Colorado Colorado Springs

Tel: 719-255-4473

mostovic@uccs.edu

PROGRAM ASSISTANT FOR GRADUATE PROGRAM

Diane Busch

Program Assistant/Advisor/Affiliation Agreement Coordinator Clinical Agency Liaison

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

University of Colorado Colorado Springs

1420 Austin Bluffs Pkwy

Colorado Springs, CO 80918

Tel: 719-255-4424

Fax: 719-255-4496

dbusch@uccs.edu

MISSION STATEMENT

The Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences will provide interdisciplinary leadership for new directions in health promotion and wellness, as well as illness care and disease prevention, in the community and beyond through innovation in education, practice, research, and scholarship for health science professionals.

VISION STATEMENT

The Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences is a distinguished and innovative college providing excellence in education, scholarship, and practice in the health professions.

OVERVIEW OF THE CLINICAL PRACTICUM EXPERIENCE

The goal of the nurse practitioner clinical practicum experience is to engage students in varied, quality clinical experiences in primary care settings.

Clinical practicum experiences are embedded in primary care courses (90 hours each) and a final practicum of 360 hours designed to provide a synthesis experience for the student.

Students must complete a total of 630 practicum hours in primary care to meet the requirements for graduation.

The expectation is that students will progress from requiring close supervision in the first practicum experience to seeing a schedule of clients independently with your support by the end of their last clinical class. The Master of Science in Nursing Degree requirements are outlined in Appendix A.

SITE EVALUATIONS

During the course of the semester each student will receive at least one site---visit per up to 180 clinical hours/semester and two site visits during the final synthesis practicum/360 hours. Phone visits are conducted for students who are a distance from Colorado Springs.

The clinical site visitor acts as the liaison between the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences, the student, and the clinical site. The visit to a student's clinical area is an opportunity to observe how the student is demonstrating the advance practice nursing role as a student in either the Adult/Gerontology or the Family Nurse Practitioner Program.

The role of the clinical site visitor to the student and preceptor is to:

- Mentor the student
- Assist the student in role development and accommodation to the practice setting
- Facilitate the preceptor in role development
- Provide on---site supervision and role modeling
- Evaluate the student's learning experience in an ongoing manner
- Act as Liaison to the College of Nursing.

PROCEDURE FOR SITE VISIT

Preparing for the site visit:

- Contact student via email or by phone to set up a mutually agreed upon date and time for visit.
- Have student clarify date and time with preceptor
- Remind student to inform front office staff of your visit
- Describe format of visit
- Apprise student that you will be at the clinical site for a minimum of 2 hours for the visit.
- Inform student that you will want to review clinical goals with student

When you arrive at the visit:

- Clarify format of visit – Suggested to observe student seeing at least two patients and present findings to the preceptor in a concise organized manner.
- Inform student and preceptor that you will be at the site for at least 2 hours
- Request time with preceptor to review progress and discuss any concerns or areas of care that need improvement
- Summarize visit with student prior to departure
- Review the site visit assessment based on which clinical course the student is in
- Complete the correct form in Medatrax (Sample evaluations are in Appendix B)

Medatrax is the electronic clinical tracking program used by the Beth---El College of Nursing and Health Sciences for documentation of student behavior.

Mid-semester, information will be sent to your email with a link and password to access the student's site evaluation form through Medatrax, the University's clinical tracking program. The evaluation form is completed in the Medatrax system

EXPECTATIONS OF STUDENT FOR CLINICAL PRACTICUM EXPERIENCE

1st PRACTICUM COURSE

- Gathers comprehensive health history and accurately conducts physical examination techniques appropriate for a comprehensive and focused examination
- Begins to develop differential diagnoses for the presenting problem
- Beginning suggestions for evidence---based interventions and referrals for presenting problem
- Demonstrates use of practice guidelines and other resources in the care of the patient
- Begins to demonstrate critical thinking in clinical decision---making and adjusts interventions based on outcomes

2nd PRACTICUM COURSE

- Develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care
- Incorporates the roles of provider, educator, consultant, administrator and researcher in NP role as appropriate and articulates role to public and other health care professionals

- Begins to independently suggest evidence---based non---pharmacologic and pharmacologic interventions for acute and chronic conditions.
- Demonstrates critical thinking in clinical decision---making and adjusts interventions based on outcomes
- Participates in clinical discussions and contributes relevant knowledge of recent research

3rd PRACTICUM COURSE

- Independently suggests evidence---based non pharmacologic and pharmacologic interventions for presenting problem
- Begins to assists patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs and priorities.
- Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation
- Uses community assessment information to evaluate client needs, initiate referrals, and coordinate care when applicable
- Manages patient care and refers to specialty services as appropriate within the existing health care delivery system

FINAL PRACTICUM COURSE

- Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care
- Assesses, diagnoses, monitors, coordinates and manages the health/illness status of patients over a period of time when applicable
- Demonstrates skills in negotiating, consensus building and partnering with health care team members.
- Understands basic business and management strategies to function as manager for the provision of quality care and efficient use of resources.
- Monitors quality of care via self, peer and quality assurance methods

APPENDIX A

Master of Science in Nursing

The College offers two options of advanced study leading to a Master of Science in Nursing degree.

- Primary Care Family Nurse Practitioner
- Primary care Adult/Gerontology Nurse Practitioner

Upon completion of the MSN program, the graduate will be able to:

- Apply theories and scientific evidence to provide holistic care to the individual
- Provide leadership within clinical and organizational settings to provide high quality, safe, patient care
- Apply clinical reasoning to promote health and prevent disease for the individual, family, and community
- Critically appraise and apply current evidence in a clinical setting to ensure quality patient outcomes
- Use technology in the clinical setting to enhance safe and effective patient care
- Evaluate emerging trends, policy issues, and programmatic problems to improve health care delivery
- Use therapeutic, patient-centered, communication in the delivery of health care
- Collaborate in inter/intra-professional care teams
- Provide patient-centered, culturally competent healthcare to diverse patient populations
- Use an ethical framework for clinical practice and clinical expertise to care for patients

Curriculum

MSN Core Courses	
NURS 6100 Philosophical Foundations in Nursing Practice	3
NURS 6110 Advanced Nursing Practice and Health Care Policy	3
NURS 6120 Nursing Research	3
NURS 6280 Clinical Pharmacotherapeutics	3
NURS 6730 Advanced Health Assessment	3
NURS 6740 Advanced Pathophysiology	3
NURS 7020 Applied Clinical Research (3) AND Comprehensive Exam (0)	3
OR	OR
NURS 7000 Thesis (5)	5
TOTAL MSN CORE CREDITS	21
	OR
	23

Advance Practice Nurse Clinical Components			
Adult/Gerontology NP		Family NP	
NURS 6910 Primary Care of Acute Health Conditions	6	NURS 6900 Primary Care of Pediatric Patients	5
NURS 6920 Primary Care of Chronic Health Conditions	6	NURS 6910 Primary Care of Acute Health Conditions	6
NURS 6930 Foundational Principles of Care of Older Adults	2	NURS 6920 Primary Care of Chronic Health Conditions	6
NURS 6940 Geriatric Clinical Syndromes	4	NURS 6980 Synthesis Practicum	8
NURS 6980 Synthesis Practicum	8		
TOTAL ADULT NP SPECIALTY CREDITS	26	TOTAL FAMILY FNP SPECIALTY CREDITS	25

Adult/Gerontology NP = 47 Total Credits (includes 630 contact hours) |

Family NP = 46 Total Credits (includes 630 contact hours)

Appendix B

___ On-Site ___ Phone

Date _____

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

Site Visitor Assessment of Student Graduate Nursing Student - Nurse Practitioner Option 1st Clinical Course

Student Name:

Preceptor Name:

Clinical Site:

Types of Patients seen with student _____

Key: **1= Unsatisfactory** at NP role (C< 80%)

2= Novice at NP role (B- 80%-84%)

3= Competent at NP role (B 84%-89%)

4= Proficient at NP role (A- 90%-94%)

5= Mastery of NP Role (A 95%-100%)

NA/O= Not applicable, Not observed

COMPETENCY	EVALUATION						COMMENTS
Patient Management (Domain 1)	1	2	3	4	5	NA/O	
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.							
• Performs appropriate examination using correct techniques.							
• Begins to develop differential diagnoses for presenting problem while prioritizing							
• Considers evidence-based non-pharmacologic and pharmacologic interventions for presenting problem							
• Begins to demonstrate critical thinking in clinical decision-making and adjust intervention as needed based on outcomes							
• Communicates effectively using professional terminology, format and							
• Documents visit thoroughly and accurately							
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient							
• Maintains professional boundaries and patient confidentiality							
Patient Education (Domain 3)	1	2	3	4	5	NA/O	
• Assesses patient's educational needs							
• Provides age and education-appropriate information about condition management and health promotion							

Professional role (Domain 4)	1	2	3	4	5	NA/O	
• Begins to incorporate the roles of provider and educator in the NP role and articulates role to public and other health care professionals							
• Interacts collaboratively with team members							
• Appropriately seeks assistance from preceptor							
• Participates in clinical discussions and contributes relevant knowledge of recent research							
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
• Demonstrate respect for patients and delivers culturally sensitive care							
• Recognizes spiritual and emotional needs of patient							

hours completed by this student in my clinical setting

Rating Scale: 1-unsatisfactory, 2-minimally satisfactory, 3-satisfactory, 4-highly satisfactory, 5- excellent

Preceptor Serves as Role Model	
Communication Skills/ Facilitates communication	1 2 3 4 5
Time Management	1 2 3 4 5
Interaction with Patients	1 2 3 4 5
Shares knowledge & techniques	1 2 3 4 5
Preceptor's Teaching Style	
Selects appropriate learning experiences	1 2 3 4 5
Respects student	1 2 3 4 5
Asks questions in non- threatening way	1 2 3 4 5
Receptive to students questions	1 2 3 4 5
Provides relaxed atmosphere	1 2 3 4 5
Validates student's clinical skills & provides ongoing feedback	1 2 3 4 5
Shows enthusiastic for teaching	1 2 3 4 5
Willing to work with novice students	1 2 3 4 5

For On-Site visits as well as Phone visits:

Comments from discussion with preceptor:

1. What are the student's individual goals this semester and how are you helping to achieve them?
2. What do you see as the student's strengths?

3. What do you see as the student's weaknesses?

4. Any concerns about the student?

5. Areas needing Improvement:

Additional Comments:

Site Visitor Signature (Type your name): _____

___On-Site ___Phone

Date_____

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

Site Visit Assessment

Graduate Nursing Student - Nurse Practitioner Option

2nd Clinical Course

Student Name:

Preceptor Name:

Clinical Site:

Types of Patients seen with student_____

Key: **1= Unsatisfactory** at NP role (C< 80%)

2= Novice at NP role (B- 80%-84%)

3= Competent at NP role (B 84%-89%)

4= Proficient at NP role (A- 90%-94%)

5= Mastery of NP Role (A 95%-100%)

NA/O= Not applicable, Not observed

COMPETENCY	EVALUATION						COMMENTS
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.							
• Performs appropriate examination using correct techniques.							
• Orders and correctly interprets cost-effective diagnostic and health screening tests.							
• Develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care							
• Begins to independently suggest evidence-based non-pharmacologic and pharmacologic interventions for acute and chronic conditions.							
• Demonstrates critical thinking in clinical decision- making and adjusts interventions as needed based on outcomes							
• Communicates effectively with preceptor using professional terminology, format and technology							
NP-Patient Relationship (Domain 2)							
• Prioritizes care and negotiates plan of care with patient							
• Maintains professional boundaries and patient confidentiality							
Patient Education (Domain 3)							
• Assesses patient’s educational needs							

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

hours completed by this student in my clinical setting

Rating Scale: 1-unsatisfactory, 2-minimally satisfactory, 3-satisfactory, 4-highly satisfactory, 5- excellent

Preceptor Serves as Role Model	
Communication Skills/ Facilitates communication	1 2 3 4 5
Time Management	1 2 3 4 5
Interaction with Patients	1 2 3 4 5
Shares knowledge & techniques	1 2 3 4 5
Preceptor's Teaching Style	
Selects appropriate learning experiences	1 2 3 4 5
Respects student	1 2 3 4 5
Asks questions in non- threatening way	1 2 3 4 5
Receptive to students questions	1 2 3 4 5
Provides relaxed atmosphere	1 2 3 4 5
Validates student's clinical skills & provides ongoing feedback	1 2 3 4 5
Shows enthusiastic for teaching	1 2 3 4 5
Willing to work with novice students	1 2 3 4 5

For On-Site visits as well as Phone visits:

Comments from discussion with preceptor:

1. What are the student's individual goals this semester and how are you helping to achieve them?

2. What do you see as the student's strengths?

3. What do you see as the student's weaknesses?

4. Any concerns about the student?

5. Areas needing Improvement:

Additional Comments:

Site Visitor Signature (Type your name): _____

___On-Site ___Phone

Date_____

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

Site Visit Assessment of Student
Graduate Nursing Student - Nurse Practitioner Option
3rd Clinical Course

Student Name:

Preceptor Name:

Clinical Site:

Types of Patients seen with student_____

Key: **1= Unsatisfactory** at NP role (C< 80%)

2= Novice at NP role (B- 80%-84%)

3= Competent at NP role (B 84%-89%)

4= Proficient at NP role (A- 90%-94%)

5= Mastery of NP Role (A 95%-100%)

NA/O= Not applicable, Not observed

COMPETENCY	EVALUATION						COMMENTS
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.							
• Performs appropriate examination using correct techniques.							
• Orders and correctly interprets cost-effective diagnostic and health screening tests.							
• Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care							
• Independently suggests evidence-based non pharmacologic and pharmacologic interventions for presenting problem							
• Demonstrates critical thinking in clinical decision- making and adjusts interventions as needed based on outcomes							
• Communicates effectively with preceptor using professional terminology, format and technology							
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient							
• Begins to assists patient in adapting to acute/chronic conditions by developing an understanding of the patient’s lifestyle, personal beliefs and priorities.							

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

hours completed by this student in my clinical setting

Rating Scale: 1-unsatisfactory, 2-minimally satisfactory, 3-satisfactory, 4-highly satisfactory, 5- excellent

Preceptor Serves as Role Model	
Communication Skills/ Facilitates communication	1 2 3 4 5
Time Management	1 2 3 4 5
Interaction with Patients	1 2 3 4 5
Shares knowledge & techniques	1 2 3 4 5

Preceptor's Teaching Style	
Selects appropriate learning experiences	1 2 3 4 5
Respects student	1 2 3 4 5
Asks questions in non- threatening way	1 2 3 4 5
Receptive to students questions	1 2 3 4 5
Provides relaxed atmosphere	1 2 3 4 5
Validates student's clinical skills & provides ongoing feedback	1 2 3 4 5
Shows enthusiastic for teaching	1 2 3 4 5
Willing to work with novice students	1 2 3 4 5

For On-Site visits as well as Phone visits:

Comments from discussion with preceptor:

1. What are the student's individual goals this semester and how are you helping to achieve them?

2. What do you see as the student's strengths?

3. What do you see as the student's weaknesses?

4. Any concerns about the student?

5. Areas needing Improvement:

Additional Comments:

Site Visitor Signature (Type your name): _____

___On-Site ___Phone

Date_____

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

Site Visit Assessment of Student
Graduate Nursing Student - Nurse Practitioner Option
Synthesis Practicum Course

Student Name:

Preceptor Name:

Clinical Site:

Types of Patients seen with student_____

Key: **1= Unsatisfactory** at NP role (C< 80%)

2= Novice at NP role (B- 80%-84%)

3= Competent at NP role (B 84%-89%)

4= Proficient at NP role (A- 90%-94%)

5= Mastery of NP Role (A 95%-100%)

NA/O= Not applicable, Not observed

COMPETENCY	EVALUATION						COMMENTS
	1	2	3	4	5	NA/O	
Patient Management (Domain 1)							
• Manages patient visit effectively by obtaining appropriate history and performs appropriate examination with correct techniques							
• Appropriately orders and correctly interprets cost- effective diagnostic and health screening tests							
• Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care							
• Considers complementary and alternative therapy options in plan of care when appropriate							
• Independently presents evidence-based non pharmacologic and pharmacologic interventions for presenting problem							
• Demonstrates critical thinking in clinical decision- making and adjusts interventions as needed based on outcomes							
• Assesses, diagnoses, monitors, coordinates and manages the health/illness status of patients over a period of time when applicable							
• Applies principles of epidemiology and diagnostic reasoning skills in clinical decision making							
NP-Patient Relationship (Domain 2)							
• Assists patient in adapting to acute/chronic conditions by developing an understanding of the patient’s lifestyle, personal beliefs and							

<ul style="list-style-type: none"> Facilitates decision-making linked to patient's concerns while prioritizing care 							
<ul style="list-style-type: none"> Maintains professional boundaries and patient confidentiality 							
Patient Education (Domain 3)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Provides patient with information that is scientifically grounded and appropriate to the health conditions 							
<ul style="list-style-type: none"> Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and 							
<ul style="list-style-type: none"> Continues to reassess, negotiate and coach patient based on new data, motivation and response to teaching 							
<ul style="list-style-type: none"> Uses community assessment information in evaluating patient needs, initiating referrals, and coordinating care 							
Professional role (Domain 4)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Applies/develops a theory-based conceptual framework to guide practice 							
<ul style="list-style-type: none"> Develops a base for personal ethics in practice as related to patient issues and scope of practice 							
<ul style="list-style-type: none"> Demonstrates skills in negotiating, consensus building and partnering with health care team members. 							
Negotiating health care systems (Domain 5)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Understands basic business and management strategies to function as manager for the provision of quality care and efficient use of resources. 							
<ul style="list-style-type: none"> Articulates progressive awareness of legislative and policy making activities which influence health services and practice. 							
Quality health care practices (Domain 6)							
<ul style="list-style-type: none"> Uses practice guidelines and current research to include legal and professional standards to guide practice 							
<ul style="list-style-type: none"> Assumes accountability for practice 							
<ul style="list-style-type: none"> Monitors quality of care via self, peer and quality assurance methods 							
Culturally sensitive care (Domain 7)	1	2	3	4	5	NA/O	
<ul style="list-style-type: none"> Demonstrate respect for patients and delivers culturally sensitive care 							
<ul style="list-style-type: none"> Provides care that meets spiritual and emotional needs of patient 							

hours completed by this student in my clinical setting

Rating Scale: 1-unsatisfactory, 2-minimally satisfactory, 3-satisfactory, 4-highly satisfactory, 5- excellent

Preceptor Serves as Role Model	
Communication Skills/ Facilitates communication	1 2 3 4 5
Time Management	1 2 3 4 5
Interaction with Patients	1 2 3 4 5
Shares knowledge & techniques	1 2 3 4 5
Preceptor's Teaching Style	
Selects appropriate learning experiences	1 2 3 4 5
Respects student	1 2 3 4 5
Asks questions in non- threatening way	1 2 3 4 5
Receptive to students questions	1 2 3 4 5
Provides relaxed atmosphere	1 2 3 4 5
Validates student's clinical skills & provides ongoing feedback	1 2 3 4 5
Shows enthusiastic for teaching	1 2 3 4 5
Willing to work with novice students	1 2 3 4 5

For On-Site visits as well as Phone visits:

Comments from discussion with preceptor:

1. What are the student's individual goals this semester and how are you helping to achieve them?
2. What do you see as the student's strengths?
3. What do you see as the student's weaknesses?
4. Any concerns about the student?
5. Areas needing Improvement:

Additional Comments:

Site Visitor Signature (Type your name): _____

Appendix C

The One-Minute Preceptor*

The One-Minute Preceptor (OMP) is a successful teaching tool that has been used health care teaching for student education for over a decade (Margo, 2007). The OMP model is oriented to the student and is patient-focused, which helps identify the student's learning needs for teaching purposes.



FIVE STEPS

1. Get a commitment: the preceptor will ask the student their interpretation of the problem or case by asking a few questions.
Example: What do you think is going on with this patient? What other assessments do you need to do?
2. Probe for the underlying reason and evidence supporting the student's commitment. Encourage the student to think out loud to assess the student's decision-making skills and knowledge.
Example: What evidence leads you to think this is the patient's problem?
3. Teach general rules: if the student is incorrect in his or her assessment or is missing certain information, the preceptor can provide the needed information and resources available.
Example: A geriatric patient with a new onset of confusion may be a sign of dementia but other causes such as a urinary tract infection must also be ruled out.
4. Provide positive feedback: provide praise that is specific on what the student did correctly.
Example: You were correct that geriatric patients experiencing confusion can be caused by dementia.
5. Correct mistakes and make recommendations for improvement:
Example: You would want to rule out other possibilities such as an infection, dehydration, or over the counter medications such as anti-histamines that may also cause confusion in the geriatric population before making a final diagnosis of dementia.

REFERENCES

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Gallagher, P., Tweed, M., Hanna, S., Winter, H., & Hoare, K. (2012). *The Clinical Teacher*, 9, 358-362.

Margo, K. (2007) The One Minute Preceptor: A Five-Step Tool to Include Clinical Teaching Skills. *Journal for Nurses in Staff Development*, 23(5), 238-242.

Teherani, A., O'Sullivan, P., Aagaard, E., Morrison, E. & Irby, D. (2007). Student perceptions of the one minute preceptor and traditional preceptor models. *Medical Teacher*, 29(4), 323-327.