

**University of Colorado College of Nursing  
Graduate Clinical Placement Office  
Acute Care Pediatric Nurse Practitioner Program (AC-PNP)**

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Thank you for volunteering your time as a preceptor for the **University of Colorado College of Nursing**. Your direction and leadership is an integral part of our student's training and development into a skilled Nurse Practitioner provider and leader in the nursing and health care community. We appreciate your participation in clinical teaching, and welcome you into our CU College of Nursing community.

AC-PNP students complete a total of 585 hours (13 credit hours at 45 hours per credit) in approved acute care settings over 5 terms. The success of clinical training of students depends on maintaining open communication among the student, the program, the preceptors, and the clinical faculty. The program strives to maintain positive and respectful relationships with its preceptors and believes that, should problems arise during a rotation, by notifying appropriate program personnel early, problems can be solved without unduly burdening the preceptor.

Program competencies for the AC-PNP student to be achieved by completion of the program:

- Articulate the role of the AC-PNP as it pertains to scope of practice, reimbursement, legal, regulatory and legislative issues.
- Summarize the AC-PNP role on an inter-professional acute care team as it is related to communication, best practice and patient safety.
- Utilize evidence-based practice, research and technology for clinical decision-making in the pediatric acute care environment.
- Employ pediatric concepts such as child development, patient- and family-centered care, chronic disease and end-of-life care.
- Distinguish between the pediatric patient with a stable acute condition and one who is unstable based on behavior, physiological changes and varied levels of care.
- Generate a diagnosis and evidence-based management plans for common acute and life threatening conditions in pediatric care.
- Analyze the indications, contraindications, risks of complications and cost-benefits of therapeutic interventions.

InPlace is the electronic system for the University of Colorado College of Nursing students to record clinical encounters and patient care activities, and process preceptor evaluations of students and student evaluations of preceptors and clinical sites.

- Students will be logging information into InPlace regarding patient demographics, chief complaints, CPT and ICD-9 codes, procedures, etc.
- The data obtained is in compliance with HIPPA and no patient-specific identifying information will be entered. InPlace adheres to all HIPPA regulations.
- This data is used to provide documentation of adherence with our accreditation standards as well as provide a synopsis of what was experienced during the clinical rotation.
- InPlace is an interactive program that allows faculty to send clinical evaluation forms to preceptors for completion and allows you to become a more integral to the AC-PNP program.

You will be expected to provide feedback on the student's developmental progress and attendance. Upon the completion of your rotation, you will be sent a link to an evaluation page. Please complete the evaluation at your earliest convenience. The preceptor's evaluation of the student is tremendously important. On required rotations (i.e., core rotations required by the institution for all students prior to graduation), a passing evaluation from the preceptor is mandatory. If deemed "not passing," the student may be requested to repeat the rotation or undergo procedures specified by the program. **The program faculty ultimately makes the final grade for a clinical rotation and the decision to pass or fail a student.** The program will designate how often evaluations need to be completed. Please contact the clinical faculty for specific evaluation forms and policies, in accordance with the student handbook.

Clinical Course # Competence Level	Course Description	Student Competencies
<b>NURS 6755</b> Novice	A clinical course that focuses on beginning-level competencies in the novice Advanced Practice role in a selected population. Students simultaneously take the first in a series of four AC PNP core courses.	<ol style="list-style-type: none"> <li>1. Patient interviews, history taking, physical examination and written communication.</li> <li>2. Heavy reliance on preceptor; needs explicit, clear instructions</li> <li>3. Decision-making is slow, rigid, and halted, governed by rules</li> <li>4. By end of semester, should demonstrate foundational clinical skills.</li> </ol>
<b>NURS 6756</b> Advanced Beginner	A clinical course that allows students to refine competencies as an advanced-beginner Advanced Practitioner (NP) in a selected population; students must have completed the first in a series of four AC PNP core courses, and be enrolled in the second core course simultaneously.	<ol style="list-style-type: none"> <li>1. Increased emphasis on communication, assessment, differential diagnosis, and therapeutic plan development.</li> <li>2. Decreased reliance on preceptor; performance becomes marginally acceptable.</li> <li>3. May feel overwhelmed and frustrated, attention global.</li> <li>4. By end of semester, demonstrates growth toward assuming role of NP.</li> </ol>
<b>NURS 6757</b> Competent	A clinical course that allows students to practice and refine higher-level competencies in the competent Advanced Practice role for a select population; students must have completed the second in a series of four AC PNP core courses, and be enrolled in the third core course simultaneously.	<ol style="list-style-type: none"> <li>1. Increasing abilities in the presentation of clinical findings, differential diagnosis, and therapeutic plan to the preceptor.</li> <li>2. Less reliance on preceptor; accepts more individual accountability but may lack self-confidence.</li> <li>3. May have difficulty with time utilization.</li> <li>4. By end of semester, is able to demonstrate role of NP in advanced-clinical skills.</li> </ol>
<b>NURS 6758</b> Proficient	A clinical course that allows students to refine higher-level competencies in a more-autonomous, proficient Advanced Practice role; students will be enrolled in the fourth of four AC-PNP core courses simultaneously.	<ol style="list-style-type: none"> <li>1. Recognition of critical aspects of a situation, patterning care, easier decision-making, views from holistic perspective.</li> <li>2. Preceptor oversight primarily for validation of competency and ensuring patient safety.</li> <li>3. By end of semester, is able to demonstrate role of NP through competence and management skills.</li> </ol>



<b>Faculty and School Responsibilities</b>	<b>Student Responsibilities</b>	<b>Preceptor Responsibilities</b>
<p>Negotiates clinical affiliation agreements with the clinical agency</p> <p>Validates completion of student health requirement, liability insurance, licensure, and BLS certification</p> <p>Clarifies expectations of the preceptor</p> <p>Is available to preceptor for questions, problems, and concerns that may come up during the clinical experience</p> <p>Provides feedback to both the students and the preceptor</p> <p>Organizes computer training and agency paperwork as necessary</p>	<p>Develops individual learning objectives for the clinical experience</p> <p>Completes all clinical and course assignments</p> <p>Is prepared and punctual in the clinical area on scheduled days and times</p> <p>Schedules any make-up time at the convenience of the preceptor and clinical team after notifying faculty and preceptor of unexpected schedule changes</p> <p>Participates in ongoing evaluations of self, preceptor, and faculty</p> <p>Maintains client confidentiality</p> <p>Maintains liability insurance, RN licensure, BLS certification, and completes all health requirements</p>	<p>As applicable, maintains certification/licensure as an APRN, PA or MD</p> <p>Negotiates dates and times for student clinical experience and is present or arranges for a qualified substitute</p> <p>Assists students in meeting and modifying clinical-learning objectives of the clinical experience</p> <p>Serves as a host, sponsor, teacher, and role model for student at clinical site</p> <p>Orients student to clinical agency</p> <p>Selects, with student, clinical experiences appropriate to objectives</p> <p>Intervenes where appropriate to manage situations beyond the student's ability</p> <p>Evaluates student's care while providing immediate feedback and co-signing all charts</p> <p>Provides evaluation feedback to the student both verbally and through online evaluation completion.</p> <p>Contacts faculty early on if there are problems with the student.</p>

The **UCD CON Graduate Program Learning Outcomes** are based on the American Association of Colleges of Nursing (AACN) essentials (2011) and the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies (2012). The AACN Essentials delineate the knowledge and skills that all nurses prepared in master's nursing programs acquire. These Essentials guide the preparation of graduates for diverse areas of practice in any healthcare setting.

***Essential I: Background for Practice from Sciences and Humanities***

Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

***Essential II: Organizational and Systems Leadership***

Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision-making, effective working relationships, and a systems-perspective.

***Essential III: Quality Improvement and Safety***

Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within ***an organization***.

***Essential IV: Translating and Integrating Scholarship into Practice***

Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

***Essential V: Informatics and Healthcare Technologies***

Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

***Essential VI: Health Policy and Advocacy***

Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

***Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes***

Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

***Essential VIII: Clinical Prevention and Population Health for Improving Health***

Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and ***evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations***.

***Essential IX: Master's-Level Nursing Practice***

Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.



## Sample Nurse Practitioner Skill & Competency Evaluation Categories

*(Identical to what will be seen in the online evaluation tool sent to preceptors to evaluate each student)*

Student Name \_\_\_\_\_ Specialty Option \_\_\_\_\_ Number of Clinical Hours Completed \_\_\_\_\_ Semester/Year \_\_\_\_\_

Clinical course number: \_\_\_\_\_ (number of competencies expected, up to 24, are based on the clinical course level)  
(6755, 6756, 6757, or 6758)

**Key:**

<b>1</b>	Below expected level.
<b>2</b>	At expected level.
<b>3</b>	Above expected level.
<b>NA</b>	Not applicable to the site or not assessed.

	<b>Skill / Specific Competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>	<b>Comments</b>
<b>A) Knowledge and Integration of Skills</b>						
<b>1</b>	<b>Knowledge of Anatomy &amp; Pathophysiology</b> <i>Consistently integrates findings of anatomy and pathophysiology into differential diagnosis and care management.</i>					
<b>2</b>	<b>Physical Exam (PE) Techniques &amp; Skills</b> <i>Demonstrates knowledge and beginning application of advanced exam skills and techniques. Students may require some assistance with refining techniques and the use of appropriate diagnostic equipment.</i>					
<b>3</b>	<b>Uses Clinical Guidelines</b> <i>Consistently identifies and incorporates clinical guidelines to create theory driven and evidence-based plan of care for pediatric patients and families.</i>					
<b>4</b>	<b>Evidence-Based Practice</b> <i>Consistently identifies and utilizes appropriate resources to support decision-making.</i>					
<b>B) Communication Skills</b>						
<b>5</b>	<b>Interview Skills</b> <i>Uses comprehensive, problem-focused, respectful, and culturally sensitive interview skills to obtain organized patient-specific data</i>					
<b>6</b>	<b>Professional Behaviors</b> <i>Works respectfully, professionally and collaboratively with agency's health care toward patient and family care goals</i>					
<b>7</b>	<b>Case Presentation</b> <i>Presents patient encounter to preceptor and other professionals in an organized, systematic format, and include all pertinent data. At this stage, students need to demonstrate the ability to clearly and accurately differentiates subjective and objective data, and include differential diagnosis formation.</i>					



8	<p><b>Written Communication</b>  <i>Document patient encounters according to agency format. <u>At this level, students should be able to independently complete this skill. Evaluation focuses on skill in documentation that clearly and accurately differentiates subjective and objective data, identifies diagnosis and contains detailed treatment plan. Documentation of care meets legal and ethical guidelines.</u></i></p>					
<b>C) Assessment Skills</b>						
9	<p><b>History Taking</b>  <i>Obtains health history relevant to clinical situation. <u>At this level, evaluation outcomes include: ability to gather adequate data to appropriately assess patient situation, ability to target and focus on pertinent elements, and the use of a systematic and organized manner to the encounter.</u></i></p>					
10	<p><b>Psychosocial &amp; Developmental Assessment</b>  <i>Collect and assesses relevant psychosocial &amp; developmental health data as relevant to the patient encounter. Begins to incorporate these elements into treatment plan and counseling.</i></p>					
11	<p><b>Diagnostic &amp; Laboratory Data</b>  <i>Identifies and orders supportive diagnostic/lab evaluations, and develops appropriate treatment plans around interpretation of diagnostic &amp; laboratory testing data. Students are able to present logical rationale for testing and treatments based on screening standards, pathology, or treatment guidelines.</i></p>					
<b>D) Critical Thinking and Intervention Skills</b>						
12	<p><b>Diagnostic Reasoning Skills</b>  <i>Demonstrates advanced reasoning skills, problem-solving skills &amp; critical thinking skills in formulating differential diagnose and treatment plans: including the ability to synthesize, prioritize data to formulate the list of differential diagnoses. <u>At this level, students are encouraged to demonstrate this skill by discussing potential differential diagnoses and then elaborating on the reasons to either select or reject the potential diagnosis, and rationale for selected treatment options.</u></i></p>					
13	<p><b>Therapeutic Plan</b>  <i>With limited to no assistance, student is able to formulate treatment/management plan. At this level, outcome evaluation focus on the ability to develop a complete plan of care that is patient centered, comprehensive, culturally sensitive, theory-guide, evidenced-based with attention to diagnostic, treatment and pharmacotherapeutics, with educational interventions appropriate for the patient.</i></p>					
14	<p><b>Adaptation of Therapeutic Plan</b>  <i>Adapts the therapeutic plan, in a timely manner according to the patient's response to therapy.</i></p>					



E) Humanistic, Caring, and Relationship Skills						
15	<b>Views Patient as Holistic Being</b> <i>Respects social and cultural context of patient's health care.</i>					
16	<b>Interaction with Patient, Family, &amp; Community</b> <i>Identifies issues of concern for patient, family and community.</i>					
17	<b>Patient and Family Advocate</b> <i>Serves as patient and family advocate.</i>					
F) Management Skills						
18	<b>Case Management</b> <i>Coordinates care for complex patients—including patients on multiple medications, multiple conditions or social situations. Care management may include coordination with other health professionals.</i>					
19	<b>Cost Issues</b> <i>Considers cost issues in care delivery, and utilizes cost, efficacy/evidence-based findings and patient's ability to engage in care as factors in care management.</i>					
20	<b>Time Utilization</b> <i>Utilizes time efficiently and effectively. Outcome competency is evaluated on ability to manage care on a select group of patients, and care equivalent to 85-90% of preceptor caseload by the completion of the program.</i>					
G) Teaching Skills						
21	<b>Health Promotion and Preventive Care</b> <i>Integrates health promotion and disease prevention into plan of care.</i>					
22	<b>Health Teaching</b> <i>Provides patient education that is evidence-based and appropriate to the patient and family situation.</i>					
H) Ethics and Leadership						
23	<b>Ethical Practice</b> <i>Applies ethical standards to the patient's care according to the nursing code of ethics considering patient's race, culture, language, literacy, gender, sexual orientation, and disability status</i>					
24	<b>Acute Care Nurse Practitioner Role</b> <i>Student assumes APN role though demonstrated responsibility for establishing diagnosis, formulating treatment options, collaborating with other professionals as appropriate and professionalism in the clinical setting. <u>At this stage, students should require LIMITED to NO assistance in differential diagnosis and plan formation.</u></i>					

Rate the Student's Overall Clinical Performance.		
When comparing this student to other students you have worked with who are at this level of education, please place a line at the appropriate point on the scale that reflects this student's performance.		
Outstanding	Passing	Failing
Student Strengths		Student Challenges