

**University of Colorado College of Nursing
Graduate Clinical Placement Office
Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP)**

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Thank you for volunteering your time as a preceptor in the **University of Colorado College of Nursing**. Your direction and leadership is an integral part of our student's training and development into a leader in the nursing field. We appreciate your participation and welcome you into our University of Colorado College of Nursing community.

AG-ACNP students complete 630 direct patient care contact hours in acute care settings over four to five semesters. The clinical credit hours are split among the following Advanced Practicum levels:

- NURS 5981 AGACNP Advanced Practicum I is 3 credits, 135 clinical hours
- NURS 5982 AGACNP Advanced Practicum II is 3 credits, 135 clinical hours
- NURS 5983 AGACNP Advanced Practicum III is 4 credits, 180 clinical hours
- NURS 5984 AGACNP Advanced Practicum IV is 4 credits, 180 clinical hours

The success of clinical training of students depends on maintaining good communication among the student, the program, the preceptors, and the clinical faculty. The program strives to maintain open faculty–colleague 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.

By the end of the program, AG-ACNP students will be able to:

- Analyze the varied roles of the adult-gerontology acute care NP, specifically related to advancing the profession and enhancing direct care and management.
- Assess adult and geriatric health status, including assessment of the health-promotion, health-protection, and disease-prevention needs of the acute, critical and chronically ill or injured patient.
- Diagnose the health status of adult and geriatric patients with physiologic instability or the potential to experience rapid physiologic deterioration or life-threatening instability.
- Generate treatment plans to stabilize the adult and geriatric patient, minimize physical and psychological complications, maximize the individual's health potential, and assist with palliative/end-of-life care management.
- Evaluate measures to help enhance adult-gerontology acute care through interpersonal transaction as it relates to the cognitive, developmental, physical, mental and behavioral health status of the patient.
- Develop a transition plan for continued care management of healthcare problems with the individual, family, and healthcare team
- Educate individuals, family, and other caregivers while interpreting and individualizing therapies through the activities of advocacy, modeling and teaching.
- Manage the evaluation of acute, critical, and chronically ill patients through ordering, interpretation, performance and supervision of diagnostic testing and clinical procedures taking into account the individual's age, gender, genetic risks and health status.
- Perform specific diagnostic strategies and technical skills to monitor and sustain physiological function and ensure patient safety, including but not limited to EKG interpretation, x-ray interpretation,

respiratory support, hemodynamic monitoring, line and tube insertion, lumbar puncture and wound debridement.

- Analyze the indications, contraindications, risk 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.

- 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 HIPAA and no patient-specific identifying information will be entered. InPlace adheres to all HIPAA 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 also allows you, as a preceptor, to become a more integral and involved part of the NP 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.

Professional Role	Course Description	Student Competencies
NURS 5981 Novice	Clinical course that focuses on beginning-level competencies and practice higher level competencies in the advanced practice role with a selected client population; 10 outcomes are assessed.	<ol style="list-style-type: none"> 1. Obtains comprehensive, problem-focused, respectful, and culturally sensitive interview skills to obtain organized client-specific data. 2. Demonstrates knowledge and beginning application of advanced exam skills and techniques. Students may need assistance with refining techniques and using appropriate diagnostic equipment. 3. Integrates anatomy and pathophysiology with clinical findings and begins to formulate differential diagnoses and care management. 4. Begins written documentation of the patient encounter according to the agency format, clearly and accurately differentiating subjective and objective data. 5. The student will need clear and explicit instructions from the preceptor at this level. 6. By end of semester, should demonstrate foundational clinical skills.
NURS 5982 Advanced Beginner	Clinical course that allows students to refine competencies as an advanced practitioner with a selected client population; 19 outcomes are assessed.	<ol style="list-style-type: none"> 1. Obtains and uses comprehensive, problem-focused, respectful, and culturally sensitive interview skills to obtain organized client-specific data. 2. Demonstrates knowledge and application of advanced exam skills and techniques. Students may need assistance with refining techniques and using appropriate diagnostic equipment. 3. Integrates anatomy and pathophysiology with clinical findings and formation of differential diagnoses and care management.

		<ol style="list-style-type: none"> 4. Documents patient encounters according to agency format. 5. Increased emphasis on communication, assessment, development of a differential diagnosis, and therapeutic plan development. 6. Begins to present client encounter to preceptor and other professionals in an organized, systematic format, and includes all data.
NURS 5983 Competent	Clinical course that allows students to practice and refine higher-level competencies as an advanced practitioner with a selected client population; 23 outcomes are assessed.	<ol style="list-style-type: none"> 1. Obtains and uses comprehensive, problem-focused, respectful, and culturally sensitive interview skills to obtain organized client-specific data. 2. Demonstrates knowledge and beginning application of advanced exam skills and techniques. Students may need assistance with refining techniques and using appropriate diagnostic equipment. 3. Integrates anatomy and pathophysiology with clinical findings and formation of differential diagnoses and care management. 4. Identifies and incorporates clinical guidelines to create client-specific, theory driven and evidence-based plan of care. 5. Identifies and utilizes appropriate resources to support decision-making and care. 6. Presents client encounter to preceptor and other professionals in an organized, systematic format, and includes all data. 7. Documents patient encounters according to agency format, with limited coaching.
NURS 5984 Proficient	Clinical course that focuses on demonstrating competence in the advanced practice role with a selected client population; 24 competencies will be assessed.	<ol style="list-style-type: none"> 1. Obtains and uses comprehensive, problem-focused, respectful, and culturally sensitive interview skills to obtain organized client-specific data. 2. Demonstrates knowledge and application of advanced exam skills and techniques. Students will require only minimal assistance with refining techniques and use of appropriate diagnostic equipment. 3. Consistently integrates findings of anatomy and pathophysiology into differential diagnosis and care management. 4. Identifies and incorporates clinical guidelines to create client-specific, theory driven and evidence-based plan of care. 5. Consistently identifies and utilizes appropriate resources to support decision-making and care. 6. Presents client encounter to preceptor and other professionals in an organized, systematic format, and includes all data. 7. Documents patient encounters according to agency format, with limited coaching. 8. Demonstrates advanced reasoning skills, problem-solving skills & critical thinking skills in formulating differential diagnosis and therapeutic plan with limited to no assistance. 9. Preceptor oversight primarily for validation of competency and ensuring patient safety. 10. By end of semester, is able to demonstrate role of NP through competence and management skills.

Faculty and School Responsibilities	Student Responsibilities	Preceptor Responsibilities
Negotiates clinical affiliation agreements with the clinical agency	Develops individual learning objectives for the clinical experience	As applicable, maintains certification as advanced practice nurse or physician's assistant



<p>Validates completion of student health requirement, liability insurance, licensure, and CPR 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>Completes all clinical and course assignments</p> <p>Meets with the preceptor prior to clinical experience to discuss details and logistics of the clinical experience</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 after notifying faculty and preceptor of 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, CPR certification, and completes all health requirements</p>	<p>Negotiates dates and times for student clinical experience and is present or arranges for a qualified substitute</p> <p>Reviews objectives for clinical experience and determines feasibility of meeting them</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>Contacts faculty if there are problems with student</p> <p>Evaluates the student verbally and in writing</p> <p>Meets with student and faculty members prior to the clinical experience</p>
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The **CU 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 (2016). 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 Competency Evaluation

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

Key

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

	Skill	1	2	3	NA	Comments
A) Knowledge and Integration of Skills						
1	Knowledge of Anatomy & Pathophysiology <i>Consistently integrates findings of anatomy and pathophysiology into differential diagnosis and care management.</i>					
2	Physical Exam (PE) Techniques & Skills <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>					
3	Uses Clinical Guidelines <i>Consistently identifies and incorporates clinical guidelines to create theory driven and evidence-based plan of care for pediatric patients and families.</i>					
4	Evidence-Based Practice <i>Consistently identifies and utilizes appropriate resources to support decision-making.</i>					
B) Communication Skills						
5	Interview Skills <i>Uses comprehensive, problem-focused, respectful, and culturally sensitive interview skills to obtain organized patient-specific data</i>					
6	Professional Behaviors <i>Works respectfully, professionally and collaboratively with agency's health care toward patient and family care goals</i>					
7	Case Presentation <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>Written Communication</p> <p><i>Document patient encounters according to agency format. <u>At this level, students should be able to independently complete this skill.</u></i></p> <p><i><u>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>					
C) Assessment Skills						
9	<p>History Taking</p> <p><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>Psychosocial & Developmental Assessment</p> <p><i>Collect and assesses relevant psychosocial & developmental health data as relevant to the patient encounter. Begins to incorporate these elements into treatment plan and counseling.</i></p>					
11	<p>Diagnostic & Laboratory Data</p> <p><i>Identifies and orders supportive diagnostic/lab evaluations, and develops appropriate treatment plans around interpretation of diagnostic & laboratory testing data. Students are able to present logical rationale for testing and treatments based on screening standards, pathology, or treatment guidelines.</i></p>					
D) Critical Thinking and Intervention Skills						
12	<p>Diagnostic Reasoning Skills</p> <p><i>Demonstrates advanced reasoning skills, problem-solving skills & 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>Therapeutic Plan</p> <p><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>Adaptation of Therapeutic Plan</p> <p><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	Views Patient as Holistic Being <i>Respects social and cultural context of patient's health care.</i>				
16	Interaction with Patient, Family, & Community <i>Identifies issues of concern for patient, family and community.</i>				
17	Patient and Family Advocate <i>Serves as patient and family advocate.</i>				
F) Management Skills					
18	Case Management <i>Coordinates care for complex patients—includes patients on multiple medications, multiple conditions or social situations. Care management may include coordination with other health professionals.</i>				
19	Cost Issues <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	Time Utilization <i>Utilizes time efficiently and effectively. At this level, outcome competency is evaluated on ability to manage simple care issues in 20 min, complex patients in 3-40 min. Anticipate ability to carry 85-90% of preceptor caseload in a primary care setting.</i>				
G) Teaching Skills					
21	Health Promotion and Preventive Care <i>Integrates health promotion and disease prevention into plan of care.</i>				
22	Health Teaching <i>Provides patient education that is evidence-based and appropriate to the patient and family situation.</i>				
H) Ethics and Leadership					
23	Ethical Practice <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	Advanced Practice Nurse Role <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