DOCTOR OF NURSING PRACTICE PROGRAM

STUDENT/PRECEPTOR/FACULTY MANUAL

FOR

NEONATAL NURSE PRACTITIONER

2019-2020
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Goals of the NNP Concentration of the DNP Program

Welcome to the Neonatal Nurse Practitioner (NNP) Concentration of the Doctor of Nursing Practice (DNP) Program. This is one of seven different advanced practice concentrations preparing students for careers as the highest level of clinical practice. The College of Nursing admitted its first nurse practitioner students in the summer of 1973. The NNP Concentration began in the 1980’s. In 1999, the College began the clinical doctoral program and transitioned the advanced practice Master’s programs to the DNP shortly thereafter.

This program prepares NNP graduates with specialized knowledge and skills to provide care for premature and critically ill newborns through the first two years of life. Coursework and supervised clinical experiences assist students to develop expertise in assessment, diagnosis, and management of acute and chronic illnesses in these children across healthcare settings.

Health promotion and development, family support, interprofessional collaborations, and evidence-based practice are emphasized throughout the program. Graduates are eligible to take the national certification examinations for Neonatal Nurse Practitioners. Graduates are expected to contribute to the development of policies and practice models that promote evidence-based care for neonates and their families.

Purpose of the Manual

The purpose of this manual is to acquaint students, preceptors, and faculty to some of the elements composing the clinical education of DNP NNP students. Occasionally, there are 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 faculty if you have any questions not answered by this guide.
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Expectations for DNP Students

The general expectations for students in the College of Nursing are contained in the UTHSC Catalog and CenterScope located at: http://catalog.uthsc.edu/. This document focuses on specific issues for the clinical aspects of the DNP NNP Option.

DNP students work with a number of faculty, staff and preceptors as a part of their clinical education. There are several official documents that must be executed prior to beginning any clinic assignment. You will need to know which documents must be completed, by whom and when.

Your faculty with the assistance of the Clinical Coordinator will identify and assign your clinical site and preceptor. All clinical sites and preceptors are required to be approved and proper documents executed between them and the university prior to you beginning to observe or 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 prior to 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 prior to beginning.
  - Unless otherwise stated in the syllabus, you are expected to begin the clinical experience when the course starts and to complete the required number of hours prior to when the course ends.
- Schedule the start and end dates along with the days of the week for the time you will be in site and place this in the appropriate section within Medatrax.
- Schedule your formative and/or summative evaluation(s) with the preceptor
Professional Dress and Behavior

- You are a representative of UTHSC College of Nursing so please present yourself professionally.
- Please be respectful of preceptors, faculty, staff, patients and their families.
- You should be professionally dressed and wear your UTHSC Student ID.
  - When in the NICU you are expected to wear the green UT scrubs and UTHSC student ID
  - Do not use your employee badge as identification when in the role of DNP NNP student.
- A short lab coat with the UTHSC patch on left upper arm is appropriate unless the preceptor says otherwise.
- You should follow the dress and OSHA standards for clinical attire of your clinical site.
  - E.G. hair pulled back, no rings or watches
- 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, eating and parking arrangements, and communication with the faculty, preceptor, or Clinical Coordinator prior to the first day of the clinical experience.
- Clarify the preferred method to notify the preceptor in the event of a 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.
- 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 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.
- Documentation of clinical hours in Medatrax is another requirement. Faculty will monitor this to help you 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.

Use of Medatrax

The Medatrax system provides on-line tools specifically designed to record and to maintain student clinical data. Each student has an individual account.

- Students track clinical time and log patient encounters.
- Students upload and maintain current RN licensure and CPR certification.
- Students may also upload required clinical forms or complete other clinical assignments.
- Faculty review Medatrax to assure students are on track.
• Approved preceptors and clinical sites are maintained in Medatrax.

**Important Aspects of the Student and Preceptor Relationship**

• Supervise student in the clinical setting.
• Understand the legal liability of the preceptor role.
• Communicate with the appropriate staff about the availability of patients and specific procedures to enhance learning with a minimal disruption of the routine.
• Monitor and report student performance including at risk of not meeting standards.
  o Please report immediately to the faculty any student behaviors threatening the safety of the patient or risk to the clinical site.
• Provide student evaluations using the appropriate Clinical Performance Evaluation forms.

**Expectations of Preceptor**

• Mentor and serve as a role model for students
• Demonstrate high ethical standards.
• Demonstrate respect for the student’s faculty, curriculum, and program.
• Demonstrate the ability to manage multiple variables while carrying out patient and colleague interactions.
• Guide the student to meet the course outcomes.
• Identify appropriate clinical encounters for student.
• Direct the use of accepted clinical guidelines and standards of care.
• Tailor guidelines/standards to unique clinical situations.
• Provide the student with feedback
• Assist student in refinement of interpersonal skills with patients and colleagues.
• Alert student and faculty of problem areas early for improvement.
• Evaluate achievement of the learning outcomes.

**Preceptors Can Expect Students To:**

• Dress appropriately for the site and behave in a professional manner at all times.
• Meet with preceptor to clarify course objectives and focus of clinical activities.
• Assist preceptor completing required documents associated with preceptor role.
• Create an acceptable schedule with the preceptor.
• Contact the preceptor in case of any absence, prior to the absence.
• Negotiate with the preceptor for making up time missed if possible.

**Preceptors Can Expect Faculty To:**

• Provide course description, clinical outcomes, and the amount of time required.
• Provide information about the DNP NNP program.
• Provide methods to contact 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**

We encourage preceptors to consider becoming Volunteer Faculty in the College of Nursing. The University of Tennessee recognizes the valuable contributions of people who give freely of their time and talents for the benefit of the University without compensation. The Tennessee legislature in the enactment of the Tennessee Claims Commission Act of 1984 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.

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

- Curriculum vitae or resume
- Copy of current license
- 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
- Discounted fees at the UTHSC Dental Clinic

**Expectations of Faculty**

**Prior to 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 student.
- Prepare student 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 a first-hand knowledge of the clinical site through either an in-person or a virtual site visit.
- Work with the student and preceptor to assure the learning outcomes are being met.
- Monitor use of clinical guidelines and standards of care.
- Support student in refinement of effective communication.
• Alert student 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 course.
• Evaluate students through direct observation and preceptor feedback using proper forms.

Legal Agreement Requirements

There are a number of documents that are required to be executed by the University of Tennessee prior to the beginning of any student clinical experience. Some of these are rather complex and can take from weeks to months to complete.

Site Approval

The Clinical Coordinator can assist in identifying approved sites. Each clinical site must have a current and valid contract between the clinical organization and the University of Tennessee. This agreement specifies the responsibilities of each organization and provides legal protections for both. All currently approved sites are listed in Medatrax but some may be difficult to find as the name of the organization may have changed since the initial approval.

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 provides legal protections as well.

CPR Certification

Students are responsible for maintaining current certification in CPR. The certification may expire during the time the student is in the program but students must recertify to remain current. The dates of coverage for certification are listed in Medatrax under each student’s site.

Criminal Background Check

All students undergo a required criminal background check prior to 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 prior to 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 as well as TB skin tests prior to engaging in any patient care. These data are maintained by a third party company and the DNP clinical coordinator. Some clinical agencies may have additional requirements for immunization but students will be informed and these will be provided prior to the specific clinical experience.
Appendix - College of Nursing Forms for NNP Concentration

The College of Nursing uses a number of different forms as a part of the program. Copies of these forms used in the NNP Concentration are shown. Many of these forms are to be uploaded into Medatrax so that they are associated with the student.

1. Student-Preceptor-Faculty Agreement
2. Faculty Agreement to Clinical Preceptorship
3. NNP Student Evaluation Tool
4. Student Evaluation of Clinical Site and Preceptor
5. Faculty Evaluation of Clinical site and Preceptor
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 from ________________ to ________________.

The student, ________________, will be under the supervision of ________________, acting as preceptor.

(Preceptor Name)

Professor __Dr. Amy Koehn____________, 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.
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.
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 in order 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, pager 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 preceptor’s salary, benefits, and liability.

**Student Responsibilities:**
1. Verify clinician/administrators eligibility to function as preceptor.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
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 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 correctly your understanding of an agreement to this affiliation.*
Confirmation of Student-Preceptor-Faculty
Faculty Agreement to Clinical Preceptorship

University of Tennessee
Student

_________________________ ______________________ (Sign) ______________________
(Print) (Date)

Preceptor/Clinical Agency

_________________________ ______________________ (Sign) ______________________
(Print) (Date)

University of Tennessee Health Science Center
College of Nursing Clinical Faculty

_________________________ ______________________ (Sign) ______________________
(Print) (Date)

Site Name: ________________________________________________________________
Site Address: ______________________________________________________________
City, State, Zip _____________________________________________________________
Location Phone #: __________________________________________________________
DIRECTIONS: Please evaluate the Student NNP on each competency according to the following key:

| KEY TO SCORING EVALUATION | Un satisfactory | NOVICE - demonstrates a basic understanding of normal and abnormal; identifies risks/benefits and potential implications of clinical situations; requires direct supervision of procedures and needs assistance with problem solving. | ADVANCED BEGINNER – demonstrates sound knowledge base and able to identify patterns and relationships; able to incorporate data and begin to develop appropriate plans for patients; shows beginning technical competence although success with procedures may be inconsistent. | COMPETENT – demonstrates an expanding knowledge base with the ability to apply theoretical content; formulates reasonable plans which can be defended with scientific rationale; able to independently differentiate, prioritize, assess, and plan for common situations; seeks appropriate consultation and assistance for atypical situations; demonstrates mastery of technical skills with sound technique and consistent success. | PROFICIENT - demonstrates extensive knowledge base with analytical skills to process and integrate new knowledge; applies scientific principles to specific clinical situations and integrates multi-system implications; provides anticipatory surveillance and management of predictable events; demonstrates technical procedures proficiently under stress and/or in unusual circumstances; functions as a member of the team who is organized, focused on salient issues, and aware of personal limitations. | EXPERT - demonstrates an outstanding knowledge base with extensive knowledge of current research trends; able to constructively critique scientific knowledge and apply as appropriate to his/her own clinical practice; demonstrates technical expertise and performance; able to balance multiple demands and complex situations in a professional manner which facilitates communication and problem resolution | NO | Not observed |
## I. PROFESSIONAL ROLE COMPETENCIES

### COMPETENCY

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<th>COMPETENCY</th>
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<tr>
<td>1. Applies current scientific knowledge to initiate change and improve care for newborn/infants and their families.</td>
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<td>2. Identifies potential areas for nursing research in clinical practice.</td>
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<td>3. Demonstrates understanding of the research process.</td>
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<td>4. Articulates knowledge of public policies that affect advanced practice nursing.</td>
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<td>5. Participates in professional activities related to advanced practice nursing.</td>
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<td>6. Incorporates professional and legal standards of care into practice</td>
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<td>7. Participates in the ethical decision-making process in collaboration with families and other health care professionals</td>
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<td>8. Identifies and clarifies the role of neonatal nurse practitioner to the infant’s family, other health care professionals and the community</td>
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<td>9. Establishes and maintains a collaborative relationship with health care colleagues.</td>
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<td>10. Demonstrates knowledge regarding legislative and health care policies that affect the care of newborns/infants and their families.</td>
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<td>11. Participates in the continuous quality improvement process for the care of infants and families</td>
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<td>12. Expands knowledge base &amp; maintains clinical competency through continuing education activities and clinical practice.</td>
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<td>13. Participates in self- and peer-evaluation to improve the quality of care provided to infants and families</td>
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<td>14. Advocates for infants and families</td>
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## II. PROFESSIONAL PRACTICE COMPETENCIES

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<td>15. Applies appropriate theories from nursing and related disciplines to</td>
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<td>16. Develops a comprehensive database that includes pertinent history;</td>
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<td>17. Assesses family adaptation, coping skills, and resources and develops</td>
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<td>18. Selects and interprets diagnostic tests and procedures</td>
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<td>19. Relates assessment findings to underlying pathology or physiologic</td>
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<td>20. Establishes differential diagnoses based on the assessment data</td>
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<td>21. Implements a comprehensive, multidisciplinary plan of care that</td>
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<td>22. Establishes appropriate priorities of care</td>
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<td>23. Plans, implements and evaluates pharmacological therapies</td>
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<td>24. Performs routine diagnostic and therapeutic procedures according to</td>
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<td>25. Initiates and performs measures necessary to resuscitate and stabilize</td>
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<td>26. Evaluates results of interventions using accepted outcome criteria and</td>
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<td>29. Initiates referrals based on needs of infants and families</td>
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<td>30. Assesses educational needs of the family and implements a culturally</td>
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<td>31. Presents and documents the database, impression and plan of care</td>
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<td>32. Participates in the systematic review of patient records, protocols,</td>
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<td>treatment plans, and outcomes to determine their effectiveness in meeting</td>
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<td>established standards of care</td>
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<td>33. Provides anticipatory guidance to families regarding infant growth and</td>
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<td>development, physical and social needs and strategies for health</td>
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<td>development</td>
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<tr>
<td>34. Participates in the development, review, and evaluation of neonatal</td>
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<td>nurse practitioner protocols</td>
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<td>35. Collaborates with the family and multidisciplinary health care team</td>
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<td>in discharge planning and ongoing management of infants in the primary</td>
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<td>care setting</td>
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</tbody>
</table>

CLINICAL HOURS ________________  Semester ____________________________

COMMENTS:

____________________________________________________________________

____________________________________________________________________

Signature of NNP Preceptor/Date  Signature of UTHSC CON Faculty/Date

____________________________________________________________________

Signature of NNP Student/
Student Evaluation of Clinical Site and Preceptor

**Neonatal Nurse Practitioner**

**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.

<table>
<thead>
<tr>
<th></th>
<th>1 – never</th>
<th>2 – rarely</th>
<th>3 – sometimes</th>
<th>4 – usually</th>
<th>5 – always</th>
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</thead>
</table>

**INVOLVEMENT/RECEPTIVITY/COMPETENCE**

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Respects student as an important individual in the healthcare team.</td>
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<tr>
<td>2</td>
<td>Assists students when problem arises</td>
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<td>3</td>
<td>Allows adequate time to accomplish a task</td>
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<td>4</td>
<td>Involves student in formulating plan and decision making</td>
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<td>5</td>
<td>Remains calm, poised in clinical situations</td>
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<tr>
<td>6</td>
<td>Relates didactic knowledge to clinical practice</td>
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**TEACHING PRACTICES**

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<tbody>
<tr>
<td>7</td>
<td>Demonstrates flexibility to improve learning</td>
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<td>8</td>
<td>Assists student in identifying problems</td>
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<td>9</td>
<td>Demonstrates new procedures</td>
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<td>10</td>
<td>Leads student through decision making rather than giving own impressions.</td>
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<tr>
<td>11</td>
<td>Encourages questions and discussions regarding alternative management.</td>
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<tr>
<td>12</td>
<td>Allows appropriate documentation.</td>
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<tr>
<td>13</td>
<td>Considers student’s limits according to level of experience.</td>
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<tr>
<td>14</td>
<td>Encourages student to assume increasing responsibility during clinical rotation.</td>
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<tr>
<td>15</td>
<td>Student evaluations are objective and shared with students in a positive, confidential manner</td>
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</table>

**CLINICAL SITE**

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<tr>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>Clinical experiences correlate with course outcomes</td>
<td></td>
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<tr>
<td>17</td>
<td>Students have adequate (census/acuity) learning experiences</td>
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<tr>
<td>18</td>
<td>Students have adequate role models/preceptors</td>
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<tr>
<td>19</td>
<td>Staff are receptive to students</td>
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</tbody>
</table>

**COMMENTS:** __________________________________________________________

**Recommend for continued use?**  YES  NO  

**Student Signature**  

---

Note: The document contains a table with columns for ratings from 1 to 5, corresponding to the frequency of certain behaviors or qualities. The table is used to evaluate the performance of the clinical site and preceptor. Each item in the table is rated based on how well it matches the description.
# Faculty Evaluation of Clinical Site and Preceptor

**Neonatal Nurse Practitioner**

**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.

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## INVOLVEMENT/RECEPTIVITY/COMPETENCE

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

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

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**

**Faculty Signature**

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Revised 09/2017 BB