DOCTOR OF NURSING PRACTICE & POST-

GRADUATE APRN CERTIFICATE PROGRAMS

STUDENT/PRECEPTOR/FACULTY MANUAL

FOR

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

2025-2026

Revised July 2025
Faculty Taskforce

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Goals of the AG-ACNP Concentration

Welcome to the Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Concentration. This is one of eight different advanced practice concentrations preparing students for careers at the highest level of clinical practice. The College of Nursing admitted its first nurse practitioner students in the summer of 1973. In 1999 the College began the clinical doctoral program and transitioned the advanced practice Master's programs to the DNP shortly after.

This program prepares AG-ACNP graduates to provide patient-centered, evidence-based care to adults and older adults who are physiologically unstable, technologically dependent, or highly vulnerable to complications, requiring frequent monitoring and intervention. Graduates and certificate completers are prepared to provide a full-spectrum of care ranging from disease prevention to acute and critical care management and palliative care, with consideration to the developmental, life-stage needs of adults across the age spectrum.

When you complete this program, you will be eligible to take the national certification examinations for Adult-Gerontology Acute Care Nurse Practitioners. You will be expected to contribute to the delivery of quality health care through the implementation of evidence-based care and foster independence in an individual's management of health.

Purpose of the Manual

The purpose of this manual is to acquaint students, preceptors, and faculty with some of the elements that are a part of the clinical education of AG-ACNP /DNP/certificate students. The processes of selecting, approving, administering, and evaluating the wide variety of clinical learning experiences are important. Hopefully, this document will provide guidance.

Education is a dynamic undertaking, and several changes occur over the school year. Please work with the faculty for any questions you may have.

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College of Nursing Forms for AGACNP Concentration

The College of Nursing uses several forms as part of the program. Copies of these forms used in the FNP Concentration are shown. Many of these forms are to be uploaded into ProjectConcert so that they are associated with the student.

1. The **Student-Preceptor-Faculty Agreement** is completed by the student, preceptor, and faculty member before the start of a preceptorship.

2. The **Student Evaluation of Clinical Site and Preceptor** form is completed by the student for each site and preceptor. The evaluation will be returned to your clinical faculty upon completion of the course.

3. The faculty complete the Faculty Evaluation of Clinical Site and Preceptor form and includes an assessment of each preceptor and clinical site.

4. Every preceptor completes the **Student Clinical Performance Evaluation** Form at the end of the student's clinical hours. The preceptor and the student will sign the evaluation. Once signed, return the document to your clinical faculty upon completion of the course.

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Expectations for DNP Students

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

AG-ACNP students work with several faculty, staff, and preceptors as a part of their clinical education. Several official documents must be executed before beginning any clinic assignment. You will need to know which documents must be completed, by whom,   and when.

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

Clinical Placement Process

For most students, the faculty will assign you to a clinical site and preceptor. For students out of the mid-south area, the faculty may ask for your help in identifying an appropriate clinical site and preceptor in your area.

The clinical experience onboarding process consists of the following steps:

1. Students must upload immunization records, physical exam forms, annual background checks, and drug screens to Verified Credentials. Please use the links below for guidance on setting up your Verified Credentials account and to access the appropriate tracking codes. The Certification of Physical Exam Form is also linked for your convenience.

   - UTHSC Student Immunization Requirements
   - Instructions for setting up a QualifiedFirst (QF)/Verified Credentials (VC) account
   - Link to QF/VC codes and website
   - Certification of Physical Exam Form

2. Project Concert is the software platform used by the college for tracking all clinical placements. You are required to upload all clinical placement documentation to Project Concert before clinical approval.

   URL - https://secure.projectconcert.com/uthsc/direct

   The following items are required for all clinical placements:

   ➢ **Nursing License:** Upload a copy of your nursing license into the **Documents** section of your student account. A copy must always remain on file, and your license must be verified for clinical approval.
   ➢ **Contact Information Tab:** Ensure your contact details are accurate and up-to-date.

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- ➤ **Certifications:** Upload current certifications (e.g., BLS, ACLS, PALS, NRP, Fetal Monitoring) to Project Concert. *BLS is required for all concentrations.*
- ➤ **Health Insurance Coverage:** Upload proof of current health insurance. Some clinical sites require this for onboarding or in case of an audit.
- ➤ **Photo:** Upload a photo of yourself to Project Concert.
- ➤ **Copy of Driver's License:** a copy of the front and back is required.

3. The faculty will identify clinical sites and preceptors. Again, you may be asked to assist with identifying appropriate clinical sites and preceptors outside of the Memphis Metropolitan area.
4. Faculty will confirm whether a current contract is on file. If no contract is found, the DNP Clinical Coordinator will instruct the student to complete the DNP Required Information Form to initiate the contract process.
5. If you have a specific request for a clinical site or preceptor, we would be happy to consider it. To proceed, follow the process below:
   - ➤ Submit the preceptor's CV, license, and board certifications to your faculty and the DNP Clinical Coordinator.
   - ➤ The DNP Clinical Coordinator will verify whether a contract is on file.
   - ➤ If no contract exists, you must complete and submit the DNP Required
   - ➤ Information Contract Form to the DNP Clinical Coordinator. This process can take up to 6 to 12 months, so please plan accordingly.
6. If a current contract exists and the preceptor agrees to precept the student, faculty will notify the DNP Clinical Coordinator to begin the student onboarding process at the assigned facility.

   - ➤ Every clinical site has a unique onboarding process.
   - ➤ Many of our clinical sites (both inpatient and outpatient) require onboarding through a placement system.
   - ➤ You are responsible for completing student-specific onboarding, and the Clinical Placement Coordinator will complete the remainder.
   - ➤ **Please adhere to all deadlines for timely placements**. Contact the DNP Clinical Coordinator regarding questions related to deadlines.

- ➤ Once all requirements are completed and the clinical site approves your placement, they will notify the DNP Clinical Coordinator through an automated system. This process may take up to 8 weeks or longer.
  - a. The DNP Clinical Coordinator will update your clinical placement status in Project Concert, triggering an automated e-mail to the faculty, student, and preceptor
  - b. You will receive an email from both the DNP Clinical Coordinator and your course faculty. You are not cleared for clinicals until you have received **both emails**. Beginning clinicals without both written clearances may violate site contracts.
7. Once you are at your clinical site, notify the DNP Clinical Coordinator, your faculty, or the Assistant Dean of Graduate Programs if you encounter issues.
   - a. **Do not** contact the clinical site/facility placement coordinator directly. Direct contact from the student to the clinical site/facility may jeopardize our contract.

b. We will coordinate with the facility to resolve any issues.

We are grateful to our community partners for readily providing opportunities for UTHSC students to gain clinical experiences and expertise. Without our relationships and contracts with the community partners, you would not have access to world-class experiences!

Student Responsibilities for Clinical Experiences

As the student, you are responsible for the following at the beginning of your clinical rotation.

- ➢ Review course outcomes.
  - o Your faculty will communicate with the preceptor about what is expected for the course. You are responsible for understanding what you are to learn and how your learning progresses throughout the course.
- ➢ Once you have been assigned to your clinical site, you should contact the preceptors. Some preceptors prefer to interview you before agreeing to work with you, while others do not. If you have an interview, you should use it to your advantage.
- ➢ Discuss with the preceptor your learner 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.
- ➢ During your experience, address any concerns or questions regarding the clinical site or preceptor to the faculty as soon as possible to enable timely remediation.

Scheduling of Clinical Experiences

- ➢ Clinical experience hours are scheduled at the convenience and availability of the preceptor**.**
  - o Please don't expect preceptors to conform to a schedule that meets your employment or personal needs.
  - o You and the preceptor must agree on the days and times you will be in the clinical agency before beginning.
- ➢ Your schedule must be entered in Project Concert under the Scheduling tab before the start of your rotation with the provider. This can be modified if needed during the semester if your schedule changes.
  - Student Schedule PDF Instructions
  - Student Schedule Video Instructions
  - Student Video Instructions

  Schedule a time to review course evaluations with the preceptor to review your performance and receive feedback.

Professional Behavior

➤ You are a representative of the UTHSC College of Nursing; present yourself professionally.
➤ Demonstrate respect for preceptors, faculty, staff, patients, and their families.
➤ You should express your appreciation to your preceptors for their assistance.
➤ Please arrive at least 15-20 minutes before the designated start time.
➤ You should come to the clinical setting prepared to fully engage in patient care.
➤ Avoid unnecessary distractions, such as cellphones and computers not used for clinical purposes.
➤ Be inquisitive and ask questions.
➤ Do not do your homework for other courses during your clinical experience.

Professional Dress

➤ You should be professionally dressed and wear your UTHSC Student ID.
➤ Please refer to the [DNP Handbook for additional guidance on professional attire.](#)

Preparation for Clinical Experiences

➤ Please be prepared, including credentials, attire, location, and timing, before the first day at the clinical agency.
➤ As part of preparing for your clinical experience, feel free to bring electronic clinical resources that may aid you in clinical care.
➤ Complete any readings or other learning assignments provided by your preceptor prior to your clinical experience.
➤ Discuss questions about computer access, the procedure for preceptor cosigning documents, including your time logs, eating and parking arrangements, and communication with other disciplines.
➤ Please clarify the preferred method to notify the preceptor in the event of late arrival or absence. Learn something about the preceptor to acknowledge the preceptor's background and broaden your educational experience before beginning your experience.
➤ Fatigue Issues: Students are expected to arrive at clinical sites well-rested and fit for duty, as fatigue and sleep deprivation can significantly impair clinical performance and patient safety. Students should not report for a day clinical shift following an overnight work shift and should aim for at least 7–8 hours of sleep per night. Prioritizing adequate rest is crucial for maintaining personal well-being, fulfilling professional responsibilities, and ensuring safe patient care.

Attendance

➤ Attendance at negotiated times and days with the preceptor is required.
➤ Documentation in ProjectConcert is another requirement. The faculty will monitor this to help assure you are meeting the required minimum expectations. Clinical hours must be logged into ProjectConcert as indicated in the syllabus for each course. Ensure that you log hours that accurately reflect the time spent in the clinical setting. Commuting time is not acceptable. Refer to your course faculty for guidance on counting breaks in your clinical hours.
➤ Falsification of clinical hours is considered a violation of the Honor Code. Please refer

back to the DNP Handbook. [DNP Handbook](#)

> ➢ It is the student's responsibility to immediately notify faculty if there are any challenges in meeting required clinical hours. Prompt communication is crucial to ensure timely support and effective planning.

➢ Make every effort to notify your faculty and preceptors of late arrivals or absences as early as possible.

➢ If absent from clinical, it is the student's responsibility to negotiate with the preceptor for a time to make up missed hours.

> o Please adhere to the inclement weather policy as deemed necessary- [Inclement Weather or Emergency Response](#)
> o Unapproved absences for assigned clinical experiences are a violation of professional behavior and may result in disciplinary action.

Use of ProjectConcert to Track Experiences

The Project Concert system is used to provide online tools specifically designed to record and maintain student and clinical data. Each student has an account.

➢ Students must track clinical time and log patient encounters.

➢ Students should upload required clinical forms and complete clinical assignments, such as SOAP Notes and clinical evaluations.

➢ Faculty will review ProjectConcert weekly to ensure students are on track.

➢ Approved preceptors and clinical sites are maintained in ProjectConcert.

➢ Links to ProjectConcert Instructional Resources are below:

- [Clinical Experience Hours and Patient Logs Tutorial](#)
- [Creating Clinical Experience Hours and Patient Logs PDF](#)
- [Updating Existing Clinical Experience Entries](#)

Expectations of Preceptors

As a preceptor for DNP students, you play a critical role in shaping the clinical and professional development of future nursing leaders. We greatly appreciate your time, expertise, and mentorship. Below are the expectations for those serving in this important role:

➢ Orient to the preceptor role each semester through the review and acknowledgement of the updated Student-Preceptor-Faculty manual.

➢ Recommend completing the free Preceptor Training in CE Now

➢ Sign the Student-Preceptor-Faculty agreement.

➢ E-mail the DNP Clinical Coordinator about any required documents you may need to be a preceptor or volunteer faculty member.

➢ Maintain open and regular communication with the clinical faculty or program coordinator regarding student progress and concerns. Notify faculty promptly if any issues arise with the student's performance, professionalism, or attendance.

- ➢ Provide appropriate supervision, mentorship, and guidance during clinical hours based on the learner's level and ability.
- ➢ Offer learning experiences that align with the course outcomes.
- ➢ Foster an environment of mutual respect and evidence-based practice.
- ➢ Facilitate the development of students' interpersonal and professional skills during their interactions with both patients and colleagues.
- ➢ Demonstrate professionalism and uphold ethical standards during interactions with patients, families, colleagues, and fellow professionals.
- ➢ Provide ongoing, constructive feedback to the student regarding performance.
- ➢ Complete final evaluations and/or a site visit in collaboration with the student and faculty (if applicable).
- ➢ Approve clinical hours in Project Concert in a timely manner (if applicable).
  - o Student logs must accurately reflect the actual time spent in the clinical setting. **Time spent commuting should not be included**. The course faculty can provide guidance on counting breaks in approved clinical hours. Falsification of clinical hours is considered an Honor Code violation. Please refer back to the DNP Handbook for additional information. DNP Handbook
- ➢ Mentor and serve as a role model for the student.
- ➢ Demonstrate the direct use of accepted clinical guidelines and standards of care.

Student Expectations of Preceptors

- ➢ Address any concerns or questions about student performance to faculty as soon as possible to enable timely remediation.
- ➢ Immediately report to the faculty any student behavior that threatens the patient's safety or poses a risk to the clinical site.
- ➢ Communicate with the appropriate providers about assigning patients and specific procedures to enhance learning with minimal disruption in the clinical setting
- ➢ Review student clinical hours in ProjectConcert on a regular basis, as required by faculty.
- ➢ Provide student evaluations using the appropriate Clinical Performance Evaluation forms.
- ➢ The student will release the appropriate evaluations via Project Concert at Mid-Term and/or at the end of the semester.
- ➢ Understand the legal liability of the preceptor's role.

Preceptors' Expectations of Students

- ➢ As part of their clinical education, DNP students are expected to demonstrate increasing levels of independence, professionalism, and critical thinking each semester. Below is a summary of what preceptors can reasonably expect from DNP students during their clinical rotations:

  - o Establish contact with the preceptor at the beginning of the semester to establish a mutually convenient clinical schedule and begin discussions about expectations, course objectives, and student goals (if applicable).
  - o Notify preceptors and faculty of absences or concerns promptly.
  - o Come prepared with necessary materials, having reviewed relevant patient

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information or clinical content ahead of time.
- ➢ Consistently demonstrate respectful communication and professional behavior.
- ➢ Seek learning opportunities and ask thoughtful questions.
- ➢ Show motivation to develop clinical and leadership skills.
- ➢ Reflect on clinical experiences and use feedback to improve.
- ➢ Communicate clearly with preceptors, staff, patients, and other team members.
- ➢ Track and document clinical hours and patient encounters, as required by the program.
- ➢ Adhere to HIPAA and institutional privacy/confidentiality policies.
- ➢ Accept and apply constructive feedback.

Preceptors' Expectation of Faculty

Faculty play an essential role in supporting both DNP students and their preceptors during clinical experiences. Preceptors can expect the following from faculty:

- ➢ Offer clear guidance on the student's clinical objectives, expected competencies, and required clinical hours.
- ➢ Ensure that preceptors have access to relevant course materials, evaluation forms, Project Concert, and contact information for both students and faculty.
- ➢ Serve as a liaison between the student and preceptor if challenges arise and provide coaching or intervention when student performance concerns are identified.
- ➢ Review and provide feedback on student clinical logs, assignments, and evaluations.
- ➢ Conduct site visits in person or virtually to observe student performance when appropriate.
- ➢ Provide course description, clinical outcomes, learner level, and specific clinical hours required at each clinical site.
- ➢ Provide information about the program.
- ➢ Provide methods to contact a faculty member.
- ➢ Address any issues that may impact student progression in clinical coursework promptly.
- ➢ Guide the preceptor in the student evaluation process if needed.

Preceptors Who Wish to Be Appointed Volunteer Faculty

The University of Tennessee values the significant contributions made by individuals who generously offer their time and expertise to support the University of Tennessee Health Science Center, College of Nursing, without expectation of compensation. In alignment with the Tennessee Claims Commission Act of 1984, the Tennessee legislature acknowledged the importance of safeguarding volunteers from legal liability while they engage in service on behalf of the university. Registered volunteers (formal preceptors and volunteer faculty) benefit from civil immunity under this Act; however, it is important to note that they do not receive coverage under Workers' Compensation. We warmly encourage preceptors to consider the opportunity to become Volunteer Faculty within the College of Nursing.

The following information is required to be recommended and approved as Volunteer Faculty:
- o Curriculum vitae or resume
- o Copy of current license
- o Two (2) letters of recommendation from individuals who can speak about your professional qualifications
- o Authorize a background check

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Preceptors who wish to be recommended as Volunteer Faculty should notify a faculty member who will facilitate this process. Volunteer faculty are also eligible for:

- o Access to the UTHSC Library, including online journals, articles, etc. (including UptoDate)
- o Free evening and weekend UTHSC campus parking
- o Discounted fees at the UTHSC Dental Clinic

Expectations of Faculty Prior to Clinical Placement

Before the start of a clinical placement, faculty are expected to:

- ➢ Verify alignment between the clinical site, preceptor, and student to ensure an appropriate and effective clinical learning experience.
- ➢ Ensure students have met all clinical clearance requirements.
- ➢ Verify that students are prepared for the clinical experience.
- ➢ Provide syllabi or clinical handbooks to support understanding of expectations to preceptors.
- ➢ Recommend completion of the free Preceptor Training in CE Now, which offers 1 hour of CEU. https://cenow.uthsc.edu/preceptor_training_apn
- ➢ Review documentation and time-log requirements with students.
- ➢ Assist in setting realistic goals for the clinical experience in collaboration with the student and preceptor.
- ➢ Verify appropriateness of clinical site and contractual agreements.
- ➢ Orient new preceptors to the preceptor role and the College of Nursing educational expectations.
- ➢ Review preceptor responsibilities with continuing preceptors related to the course and learner level.
- ➢ Prepare students for clinical experience, including faculty-specific communication requirements.
- ➢ Validate student qualifications for clinical practice.
- ➢ Understand the legal liability of the preceptor's role.

Throughout Course:

Expectations of Faculty Throughout the Clinical Course:

- ➢ Maintain regular communication with both students and preceptors to monitor progress, address emerging concerns, and develop firsthand knowledge of the clinical site through in-person or virtual visits.
- ➢ Respond promptly to emails or calls from students, preceptors, or clinical site representatives.
- ➢ Review student-submitted clinical logs and documentation to ensure accurate tracking of hours and activities via Project Concert.
- ➢ Ensure students are progressing toward required competencies and completion of required hours under program standards.
- ➢ Perform at least one evaluation check-in (virtual or in-person), including observation and/or

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feedback from the preceptor per semester.
- ➢ Evaluate the clinical learning environment and address any concerns or barriers that may impact student learning.
- ➢ Use program-specific evaluation tools to assess student performance in collaboration with the preceptor.
- ➢ Work with the student and preceptor to ensure the learning outcomes are met.
- ➢ Support students in developing and enhancing effective communication skills.
- ➢ Encourage students to identify and address areas of difficulty early, allowing time to improve skills before the practicum concludes.
- ➢ Evaluate students through direct observation as needed and preceptor feedback using proper forms.

Legal Agreement Requirements

The University of Tennessee Health Science Center must execute several documents before the start of any student's clinical experience. Some of these are rather complex and can take from weeks to months to complete.

Site Approval

Each clinical site must have a current and valid contract between the clinical organization and UTHSC. This agreement outlines the responsibilities of each organization and provides legal protections for both parties. All currently approved sites are listed in Project Concert, but some may be difficult to locate, as the organization's name may have changed since initial approval. The DNP Clinical Coordinator can assist in identifying approved sites.

Preceptor/Volunteer Faculty

All preceptors are required to be appointed by the College of Nursing as a preceptor or Volunteer Faculty before accepting any students. This appointment acknowledges the responsibilities of the preceptor and provides legal protection as well. All approved preceptors are listed in ProjectConcert.

CPR Certification

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

Criminal Background Check

All students undergo a required criminal background check upon program entry and annually thereafter. Any changes must be reported immediately by students as a condition of remaining in the program.

Drug Screening

DNP students undergo a required urine drug screen upon program entry and annually thereafter. Additionally, drug screens may be required for cause, as part of random screenings, or in accordance with clinical agency requirements.

Immunizations

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

Appendix

College of Nursing Forms for A/G-AGNP Option

The College of Nursing uses several different forms as a part of the program. Copies of these forms used in the A/G-AGNP concentration are shown. Many of these forms are to be uploaded into ProjectConcert so that they are associated with the student.

Student-Preceptor-Faculty Agreement
Confirmation of Student-Preceptor- Faculty Agreement to Clinical Preceptorship
AG-ACNP 811 Advanced Clinical Assessment - Evaluation of Student
AG-ACNP 812 Advanced Clinical Management - Evaluation of Student
AG-ACNP 809 Advanced Practice Practicum - Evaluation of Student
AG-ACNP (NSG 926) Synthesis Practicum - Evaluation of Student

AG-ACNP 813 Advanced Strategies for Focused Study Evaluation of Student
AG-ACNP 815 Advanced Focused Study and Dissemination Evaluation of Student
Student Evaluation of Clinical Site and Preceptor
Faculty Evaluation of Clinical Site and Preceptor

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING
Student-Preceptor-Faculty Agreement

Course_____ Semester/Year: _____

Anticipated Graduation: _____ Instructor of Record_____

The preceptor agreement permits nursing students of the College of Nursing, University of Tennessee Health Science Center (UTHSC) to participate in a student preceptorship in your facility,

_____Conditions of this program are as follows:
            (Clinical Site Name)

The Affiliation period will be_____to_____.

The student,_____, will be under the supervision of

_____, acting as preceptor.
 (Preceptor Name)

Clinical Faculty _____, of the College of Nursing, serves as the liaison with your facility for the above course(s).

Preceptor Responsibilities:

Orient to the preceptor role each semester through the review and acknowledgement of the updated Student-Preceptor-Faculty manual.

1. Function as a role model in clinical settings.
2. Facilitate learning activities for no more than two students per day.
3. Orient the student(s) to the clinical agency.
4. Collaborate with faculty to review the student's progress toward meeting clinical learning outcomes.
5. Provide constructive feedback to students regarding clinical performance.
6. Contact the faculty if assistance is needed or if any problem with student performance occurs.
7. Coordinate with faculty and the student to ensure appropriate supervision plans are in place in the event of the preceptor's absence.
8. Give feedback to the nursing program regarding clinical experience for students and suggestions for program development.

Nursing Program/Faculty Responsibilities:

1. Ensure that preceptors and students meet all clinical requirements.
2. Ensure that there are current written agreements that delineate the functions and responsibilities of the clinical preceptor, the associated agency, and the nursing program.
3. Ensure that clinical experiences occur only after the student has demonstrated the ability to provide care to patients safely.
4. Orient both the student and the preceptor to the clinical experience.
5. Provide the preceptor with an orientation to the nursing program's philosophy, curriculum, course content, and clinical objectives.
6. Review student expectations, skill levels, performance guidelines, procedures the student is permitted to perform, and methods for evaluating student performance.
7. Faculty will assume overall responsibility for teaching and evaluating the student, including assigning the course grade.
8. Work collaboratively with the preceptor and the agency to determine the student's learning needs and appropriate assignments.
9. Monitor and evaluate the learning experience regularly with the clinical preceptor and the students.
10. Have a faculty member readily available for consultation when students are in the clinical area.
11. Receive feedback from the preceptor regarding student performance.
12. Provide verification of precepted clinical hours for our students.

Agency Responsibilities:
1. Retain ultimate responsibility for the care of patients.
2. Retain responsibility for the preceptor's salary, benefits, and liability.
3. Respectful, safe working environment

Student Responsibilities:

1. Maintain open communication with the preceptor and faculty.
2. Maintain accountability for their own learning activities.
3. Be prepared for each clinical experience.
4. Be accountable for their actions while in the clinical setting.
5. Ensure supervision from their preceptor when performing procedures.
6. Contact faculty by telephone or e-mail if assistance is necessary.
7. Respect the confidential nature of all information obtained during the clinical experience.
8. Wear appropriate professional attire and university name tags when at the clinical site.
9. Always maintain professional behavior during the clinical experience.

Signatures on the following page confirm that the above conditions reflect your understanding of an agreement to this affiliation correctly.

Confirmation of Student-Preceptor-
Faculty Agreement to Clinical
Preceptorship

University of Tennessee Student

_____   _____   _____
(Print)   *(Sign)*   *(Date)*

Preceptor/Clinical Agency

_____   _____   _____
(Print)   *(Sign)*   *(Date)*

Site Name: _____

Site Address: _____

City, State, Zip_____ _____

Location Phone # _____

University of Tennessee Health Science Center College of Nursing Clinical
Faculty

_____   _____   _____
(Name Printed)   *(Sign)*   *(Date)*

_____   _____
 (Email)   *(Phone Number)*

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University of Tennessee Health Science Center
College of Nursing
RUBRIC
DNP Adult/Gerontology Acute Care Nurse Practitioner

ACNP 811 Advanced Clinical Assessment – Faculty Evaluation of Student

Student: _____   Date of Evaluation: _____

Clinical Site: _____   Preceptor:_____

I.   Directions: Circle the rating that best represents the student's performance during the clinical site visit.

Assessment Skill	Points Possible					Total
	Not Evident	Needs Improvement	Acceptable	Competent	Exemplary	
A. Conducts a comprehensive and systematic assessment of health and illness	1	2	3	4	5	
B. Physical Examination Accuracy						
** 1. Cardiovascular**	1	2	3	4	5	
** 2. Pulmonary**	1	2	3	4	5	
** 3. GI**	1	2	3	4	5	
** 4. GU**	1	2	3	4	5	
** 5. Neurological**	1	2	3	4	5	
** 6. Skeletal muscular**	1	2	3	4	5	
** 7. Skin**	1	2	3	4	5	
** 8. ENT**	1	2	3	4	5	
C. Accurately interprets physiologic abnormality and acuity						
** 1. Heart Rhythm**	1	2	3	4	5	
** 2. Heart Sounds**	1	2	3	4	5	
** 3. Breath Sounds**	1	2	3	4	5	
D. History and physical completed in timely manner	1	2	3	4	5	
E . Documentation appropriate for level of care	1	2	3	4	5	
F . Negotiates a mutually acceptable plan of care while maintaining patient privacy, worth, and dignity	1	2	3	4	5	
G. Implements interventions	1	2	3	4	5	

to maintain/regain physiologic stability						
H . Evaluates patient's progress toward expected outcomes using quality indicators, scientific evidence, and risk/benefit analysis	1	2	3	4	5	
I. Develops and sustains a therapeutic partnership with patients and team	1	2	3	4	5	
J . Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5	
K . Appearance and demeanor professional	1	2	3	4	5	
Total points earned:						

 **Count your total points, multiply times 0.8 this will equal your score for the general clinical portion of your grade. Total score x 0.8 = General Clinical Course Grade

Total points _____ x 0.8 = _____ Grade

II. General Comments:
   A. Are there aspects of this student's performance that suggest a need for special attention?

   B. What has the student done particularly well?

Student Signature _____ Date_____
I have read this report.

Faculty signature _____ Date_____

University of Tennessee Health Science Center
College of Nursing
DNP Adult/Gerontology Acute Care Nurse Practitioner
Rubric
AG-ACNP 812 Advanced Clinical Management – Faculty Evaluation Student

Student: _____   Date of Evaluation _____
Clinical Site: _____

III.   Directions: Circle the rating that best represents the student's performance during the clinical site visit.

	Rare	….	Usual	….	Always
1 Prioritizes data collection according to patient's immediate condition, needs, and developmental level	1	2	3	4	5
2 Physical exam accurate overall	1	2	3	4	5
3 Diagnostic tests ordered appropriately and interpreted accurately	1	2	3	4	5
4. Able to provide five to 10 differential diagnoses	1	2	3	4	5
5. Final diagnosis accurate and timely	1	2	3	4	5
6. Plan of care: Prescribes nationally accepted guidelines and standards of care	1	2	3	4	5
7. Considers patient co morbidities	1	2	3	4	5
8. Considers cost effectiveness and ability to afford	1	2	3	4	5
9. Considers institution and health care system issues	1	2	3	4	5
10.Considers cultural and individual preference	1	2	3	4	5
11. Prescribes appropriate pharmacologic and nonpharmacological treatment modalities	1	2	3	4	5
12. Evaluates outcomes and modifies plan appropriately	1	2	3	4	5
13. Consults within/between disciples effectively	1	2	3	4	5
14. Documents care appropriately	1	2	3	4	5
15. Develops therapeutic relationships with patients and team	1	2	3	4	5
16. Teaches/coaches appropriate to patients/family's needs, values, and cognitive level.	1	2	3	4	5
17. Makes ethical decisions	1	2	3	4	5
18. Uses sound clinical judgment	1	2	3	4	5
19. Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5
20. Appearance and demeanor professional	1	2	3	4	5

**Comments: Count your total points, multiply times 0.8 this will equal your score for the general clinical portion of your grade. Total score x 0.8 =

IV.   General Comments:
        C.   Are there aspects of this student's performance that suggest a need for special attention?

        D. What has the student done particularly well?

Date this evaluation was discussed with student _____

Faculty Signature _____

I have read this report.
Student signature _____

CT 11/2012
DLS 11/2015
EM 7/17

THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER
COLLEGE *of* NURSING

University of Tennessee Health Science Center
College of Nursing
DNP Adult/Gerontology Acute Care Nurse Practitioner
Rubric
AG-ACNP 809 Advanced Practice Practicum - Faculty Evaluation Student

Student: _____ Date of Evaluation _____

Clinical Site_____

    V.   Directions: Circle the rating that best represents the student's performance during the clinical site visit.

	Rare	….	Usual	….	Always
1 Prioritizes data collection according to patient's immediate condition, needs, and developmental level	1	2	3	4	5
2 Physical exam accurate overall	1	2	3	4	5
3 Diagnostic tests ordered appropriately and interpreted accurately	1	2	3	4	5
4. Able to provide five appropriate differential diagnoses if applicable	1	2	3	4	5
5. Final diagnosis accurate and timely	1	2	3	4	5
Plan of care: Prescribes nationally accepted guidelines and standards of care					
6. Considers patient's co-morbidities	1	2	3	4	5
7. Considers cost effectiveness and ability to afford	1	2	3	4	5
8. Considers institution and health care system issues	1	2	3	4	5
9. Considers cultural and individual preference	1	2	3	4	5
10. Prescribes appropriate pharmacologic and Non-pharmacologic treatment modalities	1	2	3	4	5
11. Evaluates outcomes and modifies plan appropriately	1	2	3	4	5
12. Partners effectively with multi-professional team	1	2	3	4	5
13. Manages conflict with appropriate communication strategies	1	2	3	4	5
14. Uses human factor principles in error management	1	2	3	4	5
15. Documents care appropriately	1	2	3	4	5
16. Uses informatics principles in accessing health records	1	2	3	4	5
17. Develops therapeutic relationships with patients and team	1	2	3	4	5
18. Teaches/coaches appropriate to patients/family's needs, values, and cognitive level.	1	2	3	4	5
19. Makes ethical decisions using sound clinical judgment	1	2	3	4	5
20. Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5

**Comments: Count your total points, multiply times 0.8 this will equal your score for the general clinical

portion of your grade. Total score x 0.8 =

  VI. General Comments:
    E. Are there aspects of this student's performance dress or appearance that suggest a need for special attention?

    F. What has the student done particularly well?

Date this evaluation was discussed with student _____
Faculty Signature _____
I have read this report.
Student signature _____

CT 1/12
DLS 11/2015
Rev 7/1/2017 ECM, DLS

University of Tennessee Health Science Center
College of Nursing
DNP Adult/Gerontology Acute Care Nurse Practitioner
AG-ACNP (NSG 926) Synthesis Practicum
Rubric

Student: _____ Preceptor: _____

Faculty: _____

Date: _____

VII. Directions: Circle the rating that best represents the student's performance by the completion of this clinical course.

	Rare	….	Usual	….	Always
1. Prioritizes data collection according to patient's immediate condition, needs, and developmental level	1	2	3	4	5
2. Physical exam accurate overall	1	2	3	4	5
3. Diagnostic tests ordered appropriately and interpreted accurately	1	2	3	4	5
4. Final diagnosis accurate and timely	1	2	3	4	5
5. Plan of care:					
Prescribes nationally accepted guidelines and standards of care	1	2	3	4	5
Provides for a comprehensive, integrated care of clients within the area of advanced practice specialization	1	2	3	4	5
Considers patient co-morbidities	1	2	3	4	5
Considers cost effectiveness and ability to afford	1	2	3	4	5
Considers institution and health care system issues	1	2	3	4	5
Critiques root cause analysis strategies to address issues	1	2	3	4	5
Considers cultural and individual preference	1	2	3	4	5
Prescribes appropriate pharmacologic and Non-pharmacologic treatment modalities	1	2	3	4	5
Evaluates outcomes and modifies plan appropriately	1	2	3	4	5
6. Monitors client outcomes to improve the effectiveness of health care systems	1	2	3	4	5
7. Partners effectively with multi-professional team	1	2	3	4	5
8. Manages conflict with appropriate communication strategies	1	2	3	4	5
9. Uses human factor principles in error management	1	2	3	4	5
10. Documents care appropriately	1	2	3	4	5
11. Integrates information technology and information systems for the improvement of client care	1	2	3	4	5
12. Develops therapeutic relationships with patients and team	1	2	3	4	5

13.Teaches/coaches appropriate to patients/families' needs, values, and cognitive level	1	2	3	4	5
14. Integrates legal, ethical, cultural and values frameworks to influence health care practices	1	2	3	4	5
15. Uses sound clinical judgment	1	2	3	4	5
16. Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5
17. Translate research and other knowledge in order to improve practice processes and outcomes	1	2	3	4	5
18. Demonstrate advanced levels of clinical judgment and scholarship in nursing practice.	1	2	3	4	5
19. Disseminate evidence from scholarly inquiry	1	2	3	4	5
20. Appearance and professional demeanor	1	2	3	4	5
Total Points =					
DRTs for Initial Certification and Second Certification					
1. Completes DRTs 1, 2, 3 and 4	YES		NO		
2. Develops Remediation Plan for DRT Scores (Test, Domains and Systems)	YES	NO		N/A	
3. Completes learning strategies in DRT remediation plan/s	YES	NO		N/A	

Total Points Possible - 100
Must receive a total score of 75 to Pass
Total Score: _____
Pass/Fail: _____

Date this evaluation was discussed with student _____
Faculty Signature   _____
I have read this report.
Student signature _____

DLS 7/17
DLS 7/18
DLS 5/19

University of Tennessee Health Science Center
College of Nursing
DNP Adult/Gerontology Acute Care Nurse Practitioner
ACNP 813 Adult Gerontology Acute Care Advanced Strategies for Focused Study
Rubric

Student: _____   Preceptor: _____

Faculty: _____

Date: _____

    I.   Directions: Circle the rating that best represents the student's performance by the completion of this clinical course.

	Rare	….	Usual	….	Always
1. Analyzes the role of the doctorally prepared adult gerontology acute care nurse practitioner.	1	2	3	4	5
2. Evaluates theoretical frameworks, research literature and evidence-based practice examine common clinical issues.	1	2	3	4	5
3. Implements advanced practice nursing standards in a selected acute care setting.	1	2	3	4	5

Total Points Possible - 100

Must receive a total score of 75 to Pass

Total Score: _____

Pass/Fail: _____

Date this evaluation was discussed with student _____

Faculty Signature   _____

I have read this report.

Student signature _____

DLS 5/19

University of Tennessee Health Science Center
College of Nursing
DNP Adult/Gerontology Acute Care Nurse Practitioner
ACNP 815 Adult Gerontology Acute Care Advanced Focused Study and Dissemination
Rubric

Student: _____   Preceptor: _____

Faculty: _____

Date: _____

   I.   Directions: Circle the rating that best represents the student's performance by the completion of this clinical course.

	Rare	….	Usual	….	Always
1. Analyzes the role and function of the doctorally prepared adult gerontology acute care nurse practitioner.	1	2	3	4	5
2. Evaluates theoretical frameworks, research literature and evidence-based practice examine common clinical issues.	1	2	3	4	5
3. Implements advanced practice nursing standards in a selected acute care setting.	1	2	3	4	5
4. Disseminates evidence-based practices in adult gerontology acute care nursing practice from multiple perspectives (patient, healthcare, economic, legal and ethical issues.					

Total Points Possible - 100

Must receive a total score of 75 to Pass

Total Score: _____

Pass/Fail: _____

Date this evaluation was discussed with student _____

Faculty Signature   _____

I have read this report.

Student signature _____

DLS 5/19

AG-ACNP Student Evaluation of Clinical Site and Preceptor

Student: _____   Preceptor _____

Name of Course _____   Date of Evaluation _____

Clinical Site _____   Year/Term _____

Directions: Mark the rating that best represents the evaluation of the site and preceptor.

1 – never   2 – rarely   3 – sometimes   4 – usually   5 – always

INVOLVEMENT/RECEPTIVITY/COMPETENCE	1	2	3	4	5
1. Respects student as an important individual in the healthcare team.					
2. Assists students when problem arises					
3. Allows adequate time to accomplish a task					
4. Involves student in formulating plan and decision making					
5. Remains calm, poised in clinical situations					
6. Relates didactic knowledge to clinical practice					
TEACHING PRACTICES	1	2	3	4	5
7. Demonstrates flexibility to improve learning					
8. Assists student in identifying problems					
9. Demonstrates new procedures					
10. Leads student through decision making rather than giving own impressions.					
11. Encourages questions and discussions regarding alternative management.					
12. Allows appropriate documentation.					
13. Considers student's limits according to level of experience.					
14. Encourages student to assume increasing responsibility during clinical rotation.					
15. Student evaluations are objective and shared with students in a positive, confidential manner					
CLINICAL SITE	1	2	3	4	5
16. Clinical experiences correlate with course outcomes					
17. Students have adequate (census/acuity) learning experiences					
18. Students have adequate role models/preceptors					
19. Staff are receptive to students					

COMMENTS: _____

Recommend for continued use?   YES   NO _____

Student Signature

AG-ACNP Faculty Evaluation of Clinical Site and Preceptor

Student: _____   Preceptor _____

Name of Course _____   Date of Evaluation _____

Clinical Site _____   Year/Term _____

Directions: Mark the rating that best represents the evaluation of the site and preceptor.

1 – never   2 – rarely   3 – sometimes   4 – usually   5 – always

INVOLVEMENT/RECEPTIVITY/COMPETENCE	1	2	3	4	5
1. Respects student as an important individual in the healthcare team.					
2. Assists students when problem arises					
3. Allows adequate time to accomplish a task					
4. Involves student in formulating plan and decision making					
5. Remains calm, poised in clinical situations					
6. Relates didactic knowledge to clinical practice					
TEACHING PRACTICES	1	2	3	4	5
7. Demonstrates flexibility to improve learning					
8. Assists student in identifying problems					
9. Demonstrates new procedures					
10. Leads student through decision making rather than giving own impressions.					
11. Encourages questions and discussions regarding alternative management.					
12. Allows appropriate documentation.					
13. Considers student's limits according to level of experience.					
14. Encourages student to assume increasing responsibility during clinical rotation.					
15. Student evaluations are objective and shared with students in a positive, confidential manner					
CLINICAL SITE	1	2	3	4	5
16. Clinical experiences correlate with course outcomes					
17. Students have adequate (census/acuity) learning experiences					
18. Students have adequate role models/preceptors					
19. Staff are receptive to students					

COMMENTS: _____

Recommend for continued use?   YES   NO _____

Faculty Signature