FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING

PMHNP
Program Guidelines
**These program guidelines are supplemental to the Graduate Student Handbook
for students and clinical faculty**

Fall 2023-2024

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The PMHNP Program Guidelines includes the following:

FSU College of Nursing has a thriving PMHNP certificate program and started admitting PMHNP into the DNP program in Fall 2020. Our Certificate program is online as well as the DNP program with some synchronous (face to face) meeting times. In order to have our school stand out among all other online programs these program guidelines have been developed to facilitate program requirements for faculty and students. Completion of this certificate program will allow the student to sit for the PMHNP certification exam.

Psychiatric/Mental Health Nurse Practitioner Certificate Program of Study
(24 credit hours and up to 780 clinical hours)

Spring Semester 1/Fall Semester 1: 6 semester hours (SH) and 120 clinical hours (CH)
NGR 5053   Advanced Psychiatric Assessment and Diagnostics (2 SH)
NGR 5053L   Advanced Psychiatric Assessment and Diagnostics Lab (2SH and 120CH)
NGR 5538   Psychopharmacology for Psychiatric Nursing (3 SH)

Summer Semester 2/Spring Semester 2: 6 semester hours (SH) and 180 clinical hours
NGR 5503   Psychiatric/MH Nurse Practitioner I: Individual Psychotherapy (3 SH)
NGR 5503L   Psychiatric/MH NP I Lab: Individual Psychotherapy (3 SH and 180 CH)

Fall Semester 3/Summer Semester 3: 6 semester hours (SH) and 180 clinical hours (CH)
NGR 5508   Psychiatric/MH Nurse Practitioner II: Family & Group Psychotherapy (3 SH)
NGR 5508L   Psychiatric/MH NP II Lab: Family & Group Psychotherapy (3 SH and 180 CH)

Spring Semester 4/Fall Semester 4: 5 semester hours (SH) and 300 clinical hours (CH)
NGR 5504L   Practicum – Psychiatric/Mental Health Nursing (5 SH and 300 CH)

Program of Study for the PMHNP DNP Program
(53 credit hours and up to 840 clinical hours)

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as a Psychiatric Mental Health Nurse Practitioner. The program includes a total of 53 credit hours of post master's study and varied clinical hours for DNP study (transfer clinical hours vary depending previous NP program). The program is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Practice Nursing, National Organization of Nurse Practitioner Faculty (NONPF) Core competencies, and Population Focus Nurse Practitioner Competencies (2013). This program will allow the Psychiatric Mental Health Nurse Practitioner to be awarded the Doctor of Nursing Practice degree.

Semester-1   Fall (8)
NGR 7769 DNP Roles & Leadership Collaboration (3)
NGR 5538   Psychopharmacology for Psychiatric Nursing (3)

NGR5053 Advanced Psychiatric Assessment and Diagnostics (2)

Semester-2   Spring (7)
NGR XXXX Theoretical Constructs and Methods for Evidence-Based Practice (3)
NGR XXXX Methods of Program Evaluation & Quality Improvement (2)
NGR5053L Advance Psychiatric Assessment and Diagnostic Lab (2) (120 CH)

Semester-3   Summer (9)
NGR 5503 Psychiatric/MH Nurse Practitioner I: Individual Psychotherapy (3)
NGR 5503L Psychiatric/MH NP I Lab: Individual Psychotherapy (3) (180 CH)
NGR 5846 Biostatistics (3)

Semester-4   Fall (10)
NGR XXXX   Appraisal & Translation of Evidence for Practice (2)
NGR 5508 Psychiatric/MH Nurse Practitioner II: Family & Group Psychotherapy (3)
NGR 5508L Psychiatric/MH NP II Lab: Family & Group Psychotherapy (3) (180 CH)
NGR XXXX Health Equity & Social Determinants of Health (2)

Semester-5   Spring (8)
NGR 5504L Practicum – Psychiatric/Mental Health Nursing (2) (120 CH)
NGR 5887   Policy & Legal and Ethical Complexities in Healthcare (3)
NGR 6893 Healthcare Finance, Economics, and Entrepreneurship (3)

Semester-6   Summer (4)
NGR XXXXC   DNP Project Planning & Application for APN (2) (60 indirect clinical hours)
NGR 5504L Practicum – Psychiatric/Mental Health Nursing (2) (120 CH)

Semester-7   Fall (7)
NGR XXXXC DNP Project Implementation, Evaluation & Dissemination for APN (2) (60 indirect clinical hours)
NGR 5504L Practicum – Psychiatric/Mental Health Nursing (2) (120 CH)
NGR 6674   Population Health and Applied Epidemiology (3)

Students must:

Hold an MSN in a Nurse Practitioner track and be a nationally certified APRN.

Have 3 discrete courses in Advanced Patho, Advanced Health Assessment & Pharmacology across the lifespan *prior* to starting the program.

Advanced NPs who do not hold a certification across the lifespan must also take an additional pediatrics course while in the program.

PMH Appropriate Preceptors and Field Sites for PMH

Students are expected to secure preceptors throughout their enrollment with the help of the CON clinical coordinator and faculty member before starting each semester. All clinical forms must be uploaded to American Databank, and clinical clearance obtained. Clinical sites and preceptor credentials are reviewed by the Clinical Coordinator and Program Coordinator, and an affiliation agreement is completed if required by the site. No clinical experiences are to be conducted until student receives an approval email/letter indicating that clinical clearance and preceptor have been approved and clinical site has the appropriate practice contract in place.

Table 1: Types of Appropriate Preceptors per Course

Course (clinical hours)	Appropriate Preceptor	Appropriate Field Sites	NOT acceptable
NGR 5053L - Advanced Psychiatric Assessment and Diagnostics (120 CH)	Psychiatric mental health nurse practitioner (PMHNP), psychiatric mental health clinical nurse specialist (PMH CNS), psychiatrists, licensed social worker (LSW), licensed mental health counselor (LMHC), professional counselor, licensed psychologist, other appropriately licensed/certified mental health professional who engages in **psychiatric and mental health assessment.** This includes initial psychiatric evaluations and follow-up visits.	Private practice, community psychiatric center, college counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital or specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined on an individual basis.	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA who is not certified or licensed to provide psychiatric services or therapy or any provider who is required to be supervised as part of their licensure requirement.
NGR 5503L - Psychiatric/MH NP I Lab: Individual Psychotherapy (180 CH)	PMHNP, PMH CNS, psychiatrists, LSW, LMHC, professional counselor, licensed psychologist, other appropriately licensed/certified mental health professional (who engages in **individual psychotherapy**, not only medication management; if the	Private practice, community psychiatric center, college counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital or specialty care facility, drug/alcohol rehabilitation centers, crisis centers,	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA who is not certified or licensed to provide psychiatric services or therapy or any provider who is

	preceptor is seeing patients for 15-minute medication checks, this is not psychotherapy, and this preceptor is not acceptable).	community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined on an individual basis.	required to be supervised as part of their licensure requirement.
NGR 5508L - Psychiatric/MH NP II Lab: Family & Group Psychotherapy (180 CH)	PMHNP, PMH CNS, psychiatrists, LSW, LMHC, professional counselor, licensed psychologist, other appropriately licensed/certified mental health professional (who engages in *Individual or Group psychotherapy*, not only medication management; if the preceptor is seeing patients for 15-minute medication checks, this is not psychotherapy, and this preceptor is not acceptable).	Private practice, community psychiatric center, college counseling center, EAP sites, or assisted living /Alzheimer's facility; hospital or specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined on an individual basis.	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA who is not certified or licensed to provide psychiatric services or therapy or any provider who is required to be supervised as part of their licensure requirement.
NGR 5504L - Practicum – Psychiatric/Mental Health Nursing (300 CH)	PMHNP, PMH CNS, psychiatrists, LSW, LMHC, professional counselor, licensed psychologist, other appropriately licensed/certified mental health professional who engages in **any psychiatric and mental health practice**	Private practice, community psychiatric center, college counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital or specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA that is not certified or licensed to provide psychiatric services or therapy or any provider that is required to be supervised as part of their licensure requirement.

		assessment takes place. Other sites will be determined and approved on an individual basis.	
NGR 5504L DNP (120 CH)	PMHNP, PMH CNS, psychiatrists, LSW, LMHC, professional counselor, licensed psychologist, other appropriately licensed/certified mental health professional who engages in any psychiatric and mental health practice or business management and leadership of behavioral, mental health or integrated practice. Preference would be for providers to have a PhD, DNP, MD, or MBA if possible	Private practice, community psychiatric center, college counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital or specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined and approved on an individual basis.	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA who is not certified or licensed to provide psychiatric services or therapy or any provider who is required to be supervised as part of their licensure requirement.

*20 hours of clinical must be completed with the pediatric/adolescent population (with an age of less than 18) during the program.

*45 hours of psychotherapy must be completed with a LSW, LMHC, professional counselor, licensed psychologist during the program. All other hours must be done with a provider that prescribes.

***The student MUST have an active license in the same state the preceptor practices in when seeing clients.**

*Students CANNOT complete clinical hours in the following states: Arizona, California, Hawaii, Louisiana, Minnesota, New Jersey, New York, and Oregon.

For any questions related to American Data Bank you can contact us by email complio@americandatabank.com or by calling 1-800-200-0853.

For any questions related to clinical site affiliation agreement you can contact Katie Lambert @ kel22g@fsu.edu

For any questions related to preceptors or Practicum Education Plan, please contact your Clinical Faculty or PMHNP Program Coordinator, Dr. Winton at twinton@fsu.edu

Information for students and faculty regarding preceptors

This process was developed to assist the preceptor in understanding the expectations and role of the preceptor to facilitate the DNP student in developing the knowledge, skills, and attitude needed to provide optimal care to patients and families.

Student's responsibility:
1. Complete the Practicum Education Plan and Information for Preceptor form for *each rotation.*
2. Include your course syllabus and Practicum Education Plan
3. Include your CV/resume in the packet for the preceptor
4. Discuss the content with your preceptor prior to starting in your clinical rotation
5. Have the preceptor sign the Practicum Education Plan and Information for Preceptor form
6. Email the signed verification form to your faculty and to the Clinical Coordinator and *prior to starting any clinical experience*. If this is not completed, then no clinical hours will be accepted until the process is complete.

Clinical Faculty's Responsibility:
1. Account for the signed Practicum Education Plan Information for Preceptor form from your students within the first 3 weeks of classes (example will be to have a S/U in the gradebook and your course syllabus); forward Practicum Education Plan forms to Program Coordinator. Clinical faculty will forward all evaluations to the Clinical Coordinator at the end semester for review.

Additional Practicum Guidelines

1. Attendance at all practicum rotations is mandatory for the entire number of hours required.
   > ****Please note-→*
   Contracts and pre-requisite paperwork must be received *before* anyone can begin clinicals. This is mandatory. If any hours are performed without the proper clearance, the hours will not be counted. We must have all the legal documents before starting any clinical hours.
   We must have your projected schedule in the appointed area on Canvas before you begin your clinical hours. Please list your name, location (with address). The preceptor's name, and a number where we can reach you. It is very important that we know where you are always practicing. If your schedule changes, please notify your faculty and place a revised schedule in Canvas.

You may submit projected schedules as you arrange them with each specialty. You are NOT required to know all dates at once....You will be able to submit more than one schedule in CANVAS for projected schedules over the period of the semester. **WE MUST KNOW WHERE YOU ARE! Be sure to let us know if your posted schedule changes (i.e. Your preceptor has an unplanned absence, or you do) and post the revised schedule.** This will be important, so you do not miss the opportunity to complete your notes. **You must have your clinical notes completed within 10 days from the first day of your clinical rotation.** If this is not followed, a grade of "zero" will be assigned for that note unless your instructor grants you an extension.

2. You must complete and clearly document the required minimum clinical hours in the role of an PMHNP student with qualified preceptors. Required hours must be spent **in direct patient care** in the psychiatric setting.

3. Be sure to dress professionally and in accordance with the CON policy when in clinicals- Remember that you are a representative of FSU CON.

Clinical Clearance

Per the FSU, College of Nursing Graduate Student Handbook:

This process involves 4 steps:

Step 1: Qualtrics Request: Please follow the link provided to initiate an evaluation of your clinical clearance. This request serves as notification by the student that he/she plans to do clinical rotations and would like clearance. Without this request, the clearance will not be initiated and will result in possible delays in completing clinical hours. https://fsu.qualtrics.com/jfe/form/SV_56dpTSltoMU5cZn

Step 2: Typhon request: If your preceptor is not in Typhon, please follow the instructions provided to request approval for your preceptor to be added to the approved list. If your preceptor is already on Typhon, this step is not required.

Step 3.   PEP Completion: See information provided.

Step 4. Complio (American Databank) Completion: See below.
For the health and safety of nursing students and the patients encountered in the nursing program, the FSU College of Nursing and participating agencies require current documentation of CPR, health status, immunizations, and health insurance. It is the responsibility of each student to upload documentation to American Databank (and keep current) for the following:
        Physical exam
        Immunizations (MMR, Varicella, Hep B)
Influenza – renewed seasonally.
        CPR

TB/PPD – renewed annually.
Current APRN License –
Current RN/Compact license
Affidavit of Good Moral Character – renewed annually.
Personal Health Insurance
Driver's License
Authorization and Disclosure Form
Essential Functions Form
VECHS Waiver Agreement
FDLE Background Screening – schedule through American Databank; renewed annually.
Drug Screening – schedule through American Databank; renewed annually.

This documentation must be on file with American Databank for students to obtain Clinical Clearance. Clinical Clearance will be issued when all documentation is approved. For any questions, please contact the company or CON representative Katie Lambert @ kel22g@fsu.edu
American DataBank is available to assist you Monday-Friday 7am-6pm MST or you can contact us by email complio@americandatabank.com or by calling 1-800-200-0853.

No clinical experiences are to be conducted until all documentation is complete and the student has clinical clearance from the clinical coordinator. Unapproved hours will not be counted toward clinical hours for the course. Please note even if your preceptor is a CON faculty, you still need to submit all the appropriate paperwork for your faculty preceptor.

Some facilities/offices require an affiliation agreement with CON. These contracts take time to complete (sometimes up to 3 months). Please begin this process the semester prior to the planned experience. If the CON does not have a current contract with a clinic or facility, the student must provide the clinical coordinator with a contact at the facility in order to initiate the agreement. Please contact Katie Lambert @ kel22g@fsu.edu for information regarding your specific facility request/agreement on file.

PMHNP Portfolio

The portfolio is a comprehensive folder used to succinctly organize and document evidence of the activities involved in the clinical experience. Combine files (from each semester) so each student has one portfolio to turn in; save each portfolio as you will need them to create your final portfolio prior to completion of the program. The portfolio must contain the following:

1. **Title Page**. Name, title, semester/year entered the program.

2. **Table of Contents Page**. Listing the items that are included in the portfolio.

3. **Introduction Section Page** paragraph format describing the focus of the clinical experience (lab course description and course objectives), the patients, the setting(s), and clinical goals from PEP. Please include your signed PEP in this area. This area must be completed each semester.

4. **Clinical Log**. Your Typhon log should document all patients seen during your clinical hours and should reflect your weekly progress toward meeting the course objectives. The log will track the total time spent in clinical as well as with each patient and should include the preceptor site, date, patient demographics, ICD-10 codes/CPT codes, time spent with each patient, and brief comments. For the portfolio, a Graphical Case Log Total should be used. In addition, the PMHNP clinical hours summary form will be submitted.

5. **Medication Management Notes.** Notes related to the care delivered by the Psychiatric Mental Health Nurse Practitioner student in conjunction with his/her rotation preceptors. (Notes completed in NGR5053 & NGR5503)

6. **Initial Psychiatric Evaluations** notes related to the initial intakes by the Psychiatric Mental Health Nurse Practitioner. (Notes completed in NGR5053 & NGR5503)

7. **Formative Evaluation Tools** (submitted prior to meeting with faculty mid-semester). This is mandatory. It is the faculty's way of documenting our communication and feedback to you. Your faculty will read and respond. This is part of your clinical grade.

8**. Preceptor Evaluation**. We must have the signed original evaluations (mid-term and final) from your preceptors by the designated date. You may place a scanned copy in the assignment tab in Canvas as well as including them in your portfolio.

9. **Student's Evaluation of preceptors and clinical sites**- again, scanned copies should be placed into your portfolio.

10. **Self-Evaluation**-Student should reflect on the data as related to the course objectives. All course objectives must be addressed. Students should use specific examples of how they addressed each objective.

Elements of the PMHNP Program Portfolio

Practicum Education Plan (PEP):
At the beginning of the semester, the student will upload their completed PEP prior to beginning any clinical time. This form must be signed and dated by the preceptor and student and then must be sent to Katie Lambert @ kel22g@fsu.edu for signature. All information requested on the preceptor form must be provided and complete before submission. Scan and email to Katie Lambert @ kel22g@fsu.edu

or upload and share using One Drive app. You may not attend clinical until you have received final clearance from Katie Lambert. Incomplete forms will result in the student being unable to attend clinical in a timely manner.

Practicum Education Plan (PEP) Process Guidelines:

Faculty, Clinical Coordinator and Student responsibilities:
• A new PEP is required for each clinical rotation and for each preceptor.
• The completed PEP form is the tool that will be used to evaluate the student's clinical performance; completing objectives is a key portion of the evaluation process-both by the Preceptor and the Clinical Faculty member.
• Student fills out student demographics, preceptor demographics & faculty contact information on the PEP.
• Student adds specific course description and course objectives to the PEP.
• Student formulates 5 specific & measurable goals for the clinical experience. Clinical Faculty or the Program Coordinator can assist students with objectives, if needed.
• Student adds the number of clinical hours and dates for the clinical experience.
• After reviewing the 5 objectives on the PEP, the Student and Preceptor sign the PEP form.
• The student sends the PEP to the Clinical Coordinator.
• The Clinical Coordinator signs the PEP form, after the preceptor and student, indicating that the student's clinical rotation is deemed suitable, and the student has clinical clearance to begin clinical rotation.
• The Clinical Coordinator sends signed copy back to the student and the student is cleared to start clinicals.
• At the end of the semester, the Clinical Faculty will submit the signed PEP form to Program Coordinator to be placed in the student files.

Rotation and Preceptor Request

• Each student must submit a signed PEP to the Clinical Coordinator (see above).
• Each student must do a clinical request using Qualtrics (this must be done every semester even if the student is rotating with the same preceptor as the previous semester).
• Each student must submit a preceptor request on Typhon and add preceptor CV and license to Typhon.
• All of this is REQUIRED for approval of the clinical rotation. Unapproved hours will not be counted toward clinical hours for the course.

PRACTICUM EDUCATION PLAN (PEP)
Semester & year _____
Course Number and Course Name. _____
Student:
Address:
Telephone:
Primary Preceptor
Address:

Clinical Faculty:

COURSE DESCRIPTION: Copy and paste Course Description-**see below**
COURSE OBJECTIVES: Student copy and pastes Course Objectives-**see below**
PERSONAL OBJECTIVES:
(List at least five (5), specific and measurable personal objectives for each clinical experience. These objectives should be reflected in the student's clinical log and the student should be prepared to discuss personal objective achievements/progress with the Clinical Faculty.)

By the end of this rotation, the student will:
1. Student formulates personal objectives
2. Student formulates personal objectives
3. Student formulates personal objectives
4. Student formulates personal objectives
5. Student formulates personal objectives

Expected Clinical Experience Hours with this Preceptor:
BEGINNING DATE: __

_____   ENDING DATE: _____

_____   _____
Student   Date

_____   _____
Preceptor   Date

_____   _____
Clinical Coordinator   Date

_____   _____
Clinical Faculty   Date

INFORMATION FOR PRECEPTORS OF PSYCHIATRIC NURSE PRACTITIONER STUDENTS

The purpose of the precepted clinical experience is to provide the nurse practitioner student with an opportunity to participate in:
- Psychiatric assessments of patients
- Counseling and guidance in accordance with identified needs
- Management of the care of patients under direct supervision of the preceptor

<u>Students cannot complete a clinical rotation on any unit or clinic where they are employed or receive payment for services of any kind while obtaining clinical hours. In addition, the student may not engage in clinical rotations with the same preceptor or location for more than two semesters.</u>   Students may NOT provide care to patients in sites, agencies, or hospitals in which they do not have prior approval. Students are approved to provide patient care with their preceptor(s) of record who are present and working alongside the student while providing direct supervision. To enhance the student's learning, preceptor(s) of record may provide students with opportunities to observe or work with other disciplines within the clinical setting. Students may participate in telehealth visits if the student is physically present with the preceptor, or the student may join the session remotely after the preceptor starts the session. The student cannot begin the session without the preceptor, and the student cannot be physically present with the patient before the preceptor joins remotely.

The student is expected to consult with the preceptor regarding each patient seen and to record or communicate the visits in the format appropriate to the clinic's standards. At all times, the student will function under the direct supervision of the preceptor.

Additional considerations to guide the preceptor in their decision to precept include:

The preceptor of record for a psychiatric nurse practitioner student is expected to:

- Be present to observe student clinical activities.
- Model clinical skills and professional/ethical behaviors for student learning.
- Include student as a pertinent part of the healthcare team and encourage interprofessional collaboration between student and other team members.
- Encourage learning using direct questioning methods and allowing reflection on feedback.
- Orient student to clinical site, clinical site policies, EHR, and clinical team prior to students' patient experiences.
- Outline appropriate tasks, patient cases, and caseload for each clinical day.

Generally, the development of a learning environment for the student would include:

- Sufficient exam rooms so the student may function at a novice pace.
- Opportunities to perform histories and intakes, make tentative assessments, present orally to the preceptor, propose appropriate diagnoses and therapeutic plans, and write up the encounters as part of the permanent chart/record.
- Preceptor follow up with each patient including a critique of the proposed assessment and plan of care before the end of each patient encounter.
- Opportunities for the student to observe or participate in the management of patients within their scope of practice who present with a problem of general educational interest.
- An established plan for student progression from observing to conducting visits with minimal intervention.
- Guidance in the performance of clinical procedures that are consistent with the student's learning objectives outlined in their Practicum Educational Plan (PEP) while under direct supervision of the preceptor.
- An in-person site visit with the academic faculty/instructor if deemed necessary by the faculty, overseeing the student's work.

The Florida State University College of Nursing faculty member/instructor for this student will contact the preceptor and the student as follows:

- During the semester, the faculty will initiate contact to review the preceptor clinical experience process. In addition, the faculty will establish contact at the mid-term and end-of term.
- Faculty or instructor will obtain feedback from the preceptor at the student's midpoint in hours and at the end of term. This feedback can be sent to the preceptor via email, or the instructor may obtain feedback via phone conference with the preceptor.
- Faculty or instructor will follow established FERPA laws at all times during and after the student experience. The Family Educational Rights and Privacy Act (FERPA) is a federal law governing the privacy and handling of educational records/information and giving specific rights to students.

<div align="center">EXPECTED NURSE PRACTITIONER STUDENT BEHAVIORS</div>

The student must maintain current, unrestricted, unencumbered RN licensure or compact agreement in the state in which they are engaging in precepted in person or telehealth clinical experiences. Additionally, they will maintain and upload their current, unencumbered licenses and/or compact agreement within Florida State University's clinical tracking system.

In collaboration with the preceptor of record while under direct supervision (onsite with the student or following appropriate telehealth standards) the student should be able to:

- Perform complete histories and psychiatric examinations in a manner appropriate for the patient.
- Differentiate normal and abnormal findings based on the psychiatric examination, history, laboratory findings, and other tests and procedures.
- Develop working diagnoses, differential diagnoses, or problem lists and preliminary plans.
- Identify and explain significant pathophysiology related to the patient's clinical problems.
- Problem solve through evaluation of history and psychiatric examinations, usage of established criteria for management, and collaboration with preceptor plans of care.
- Present findings in a concise, accurate, and organized manner.
- Institute and provide continuity of care. Interact with each patient to assure understanding of and compliance with the therapeutic regimen.
- Provide instructions and counseling regarding health promotion, patient teaching, discharge planning, family care, etc. As appropriate to patients and/or families.
- Consider the cost implications of care provided.
- Recognize when to refer to other healthcare providers
- Coordinate care with other health professionals and agencies when appropriate.
- Demonstrate appropriate interpersonal relationships with staff, patients, families, and other health professionals.

<u>Students may not provide care for any patient outside of the psychiatric mental health nurse practitioner track.</u>

Student Signature: _____   Date: _____

Preceptor(s) Signature: _____ Date: _____

PMH Course Descriptions and Objectives

NGR 5053L Advanced Psychiatric Assessment and Diagnostics

Course Description

This course provides students with a knowledge base in mental health assessment of clients across the life span within the context of the advanced psychiatric mental health-nursing role. Emphasis is on the acquisition and analysis of relevant data for the development of a comprehensive and holistic mental health assessment and subsequent diagnoses. Focus is on history taking, analysis, data categories, and specific techniques used to identify mental health problems and differential diagnoses in clients across the life span.

Course Objectives

Upon completion of this course, the student will be able to:

1. Utilize in-depth theoretical and practical knowledge to conduct a psychiatric/mental health assessment and examination.

2. Describe steps for collecting, analyzing, and documenting data for a comprehensive mental health assessment for clients across the life span.

3. Specify age and developmental variations in mental health examinations and assessments.

4. Identify potential risk factors for mental illness based upon assessment data.

5. Organize mental health assessment data as bases for ascribing differential diagnoses.

6. Differentiate normal mental health alterations from psychopathological findings.

7. Analyze mental health screening tools to support differential diagnoses.

8. Discuss diagnostic reasoning process in ascribing differential diagnoses with mental health clients across the lifespan.

NGR 5503L Individual Psychotherapy

Course Description

This course provides clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan who are experiencing acute and/or chronic psychiatric disorders. Emphasis is placed evidenced-based practice and the utilization of theoretical and conceptual

models for assessing, planning, and treating major psychiatric disorders. Moreover, emphasis is given to promoting, maintaining, and restoring wellness to individual clients of all ages. Holistic therapeutic approaches are used to enhance the functioning of diverse individuals across the lifespan.

Course Objectives

Upon completion of this course, the student will be able to:

1. Develop a professional role as an advanced practice psychiatric-mental health nurse, including the integration of self-knowledge. (CON outcome1,2,4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

2. Utilize selected theories to promote therapeutic alliance with clients receiving mental health care across the lifespan. (CON outcome 3, 4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

3. Implement individual therapy with selected clients across the lifespan experiencing psychiatric problems. (CON outcome1,2,4; NTF core competencies I – VII; PMH Across the lifespan: leadership, Quality, Independent practice)

4. Apply age-appropriate health promotion and disease prevention guidelines based on individual patient variances. (CON outcome 3; NTF core competencies I, IV, V; PMH Across the lifespan: leadership, Quality, Independent practice)

5. Collaborate with clients and health care providers to provide holistic nursing care to individuals from diverse populations. (CON outcome1,2,4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

6. Establish treatment plans based on research and evidence-based practice related to mental health. (CON outcome1,2,4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

7. Apply knowledge of political, legal, economic, social, cultural, and technological factors in delivering mental health services to clients across the lifespan. (CON outcome1,2,3,4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

8. Evaluate and incorporate ethical and legal decisions, as well as the consequences of these decisions, in the development of an advanced practice role. (CON outcome1,2,3,4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

NGR 5508L Family and Group Psychotherapy

Course Description
This course provides clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan who are experiencing acute and/or chronic psychiatric disorders. Emphasis is placed evidenced-based practice and the utilization of theoretical and conceptual models for assessing, planning, and treating major psychiatric disorders. Moreover, emphasis is given to promoting, maintaining, and restoring wellness to clients of all ages. Holistic therapeutic approaches are used to enhance the functioning of diverse individuals across the lifespan.

Course Objectives

Upon completion of this course, the student will be able to:

1. Develop a professional role as an advanced practice psychiatric-mental health nurse, including the integration of self-knowledge. (CON outcomes 1, 2,3, 4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

2. Utilize selected theories to promote therapeutic alliance with clients receiving mental health care across the lifespan. (CON outcomes 1, 2,3; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

3. Implement group therapy with selected clients across the lifespan experiencing psychiatric problems. (CON outcomes 1, 2, 3, 4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

4. Apply age-appropriate health promotion and disease prevention guidelines based on individual patient variances. (CON outcomes 1, 2,3,4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

5. Collaborate with clients and health care providers to provide holistic nursing care to individuals from diverse populations. (CON outcomes 1, 2,3; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

6. Establish treatment plans based on research and evidence-based practice related to mental health. (CON outcomes 1, 2,3,4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

7. Apply knowledge of political, legal, economic, social, cultural, and technological factors in delivering mental health services to clients across the lifespan. (CON outcomes 1, 2,3,4; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

8. Incorporate ethical and legal decisions, as well as the consequences of these decisions, in the development of an advanced practice role. (CON outcomes 1, 2,3; NTF core competencies I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

NGR 5504L Practicum Psychiatric/Mental Health Nursing

Course Description
This course provides an opportunity to synthesize advanced knowledge and role behaviors in an advance practice role within clinical specialty tracks. Student will select an appropriate facility or institution to complete course objectives. With faculty guidance, student will develop a practicum plan based on course objectives to include specific objectives, learning activities, and evaluation methods.

Course Objectives

By completion of the course the student will be able to:

1. Integrate broad, in–depth knowledge of principles from the sciences and humanities as a basis for advanced nursing practice in a selected clinical specialty area. (CON outcomes 1-4, NTF I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

2. Utilize theories from nursing sciences to develop a comprehensive and holistic approach to nursing care. (CON outcomes 1-4, NTF I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

3. Critique and apply research findings to provide quality health care, initiate change, and improve nursing practice. (CON outcomes 1-4, NTF I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

4. Critically and accurately assess, plan, intervene, and evaluate health experiences. (CON outcomes 1-4, NTF I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

5. Utilize communication and interpersonal skills to facilitate collaborative relationships with clients and health care team. (CON outcomes 1-4, NTF I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

6. Use evidence base practice and research to improve the management patient populations across the lifespan. (CON outcomes 1-4, NTF I-VII; PMH Across the lifespan: leadership, Quality, Independent practice)

Typhon NPST™ Patient Records

Typhon NPST™ (pronounced "TY-fun") is a clinical data management system that will aide in the student clinical experience and job search after graduation. Students pay a one-time fee

to register for Typhon; it can be used throughout the clinical courses and up to 5 years after graduation. Typhon will be utilized to log clinical experiences, create an electronic student portfolio, manage external documents (preceptor resumes, licenses, etc.), as well as generate detailed reports of clinical experiences. This electronic logging system becomes part of the student's permanent file and substantiates the Dean of Graduate Studies and/or Clinical Major Coordinator's recommendation of the student in applying for certification upon graduation (A complete listing of clinical hours and experiences may be required by the testing agency at the time of Board Certification application, application for State certification, and/or hospital credentialing).

Typhon NPST™ Instructions:

1. You will receive an email from the Typhon NPST™ system with your account information (unless already set up from a previous semester). You must set up your account within 24 hours of receiving this email. It is imperative that you use your FSU Email only!!

2. You will then purchase access to Typhon. When you initially log-in, you are automatically directed to a credit card payment page where you pay the fee. Once payment is approved, the system automatically activates your account and you can begin using the system. Please change your password from the default. You will also need to accept the end-user license agreement.

3. Students can access the website on their handheld devices at no additional charge.

4. Students requiring additional technical support can access the Student Frequently Asked Questions (FAQ) found at: http://www.typhongroup.net/help/ or may complete an online support ticket through Typhon with a response time of approximately one (1) business day.

5. The "Support Tickets" page is available on your main menu when you log in to your online account. Press "Create New Ticket" and fill out the form completely, outlining your issue and any troubleshooting you have already tried.

6. Helpful tutorials related to your use of Typhon can be accessed under the "Help" section on the main menu. Please view these tutorials prior to starting a clinical course.

Student Responsibility:

1. It is your responsibility to keep and maintain an up-to-date clinical data base.
2. Expectations vary from course-to-course. It is the student's responsibility to read the course syllabus and speak with course faculty to confirm the required components of documentation in Typhon.
3. There is a learning curve—this is a lot of information to collect. Most students say that the first few days it may take 5-10 minutes to enter each encounter but that drastically drops by the end of the first week.
4. **Clinical logs are due within 14 days of your clinical experience!!!** You should always try to enter each day's encounters on the actual day. If you get into the habit of doing today's

cases today, you won't have to worry about a deadline, and it will help you get past the learning curve more quickly. This will also help you get acclimated to what will be expected of you as a practicing nurse practitioner with a full patient load.

5. Don't forget to print and use the "blank case log worksheet" to help remind you of the data for each patient.

6. Don't forget to monitor your "missing information" screen. Clear it each day while the data is still fresh in your mind.

7. If you have a clinical question related to content entry requirements contact your course faculty.

8. You are expected to keep the record of your patient encounters up to date. The documented clinical hours in Typhon must match the completed clinical hours listed at the time of your mid-term and final clinical evaluations each semester.

9. All hours are to be logged as CASE HOURS (Patient Case Log). Do Not use Time Log.

a) Multiply the number of hours in daily shift by 60 to determine total shift minutes

b) Divide total daily shift minutes by number of patients seen to determine minutes allocated for each patient. The number of minutes is entered as the Time with Patient for each patient seen that day. Shift hours x 60 = Total Shift Minutes Total Shift Minutes / Total Number of Patients Seen For example, if a student spends an 8 hour shift at the site and sees 10 patients, then: 8 x 60 = 480 minutes per day 480/10 = 48 minutes per patient The student would enter 48 minutes for each patient seen that day. DO not put in separate Consult hours.

Again, clinical logs are due within 14 days of your clinical experience; we recommend completing the logs as soon as possible after your clinical so specifics can be captured in your documentation. At the clinical instructor's discretion, clinical logs MAY be locked after 14 days and the student MAY NOT be able to receive credit for late clinical logs. Students who are experiencing problems meeting this 14 day requirement are HIGHLY encouraged to reach out to their clinical faculty BEFORE TYPHON logs are due.

Submission of a clinical log for each patient encounter into the Typhon system is a mandatory expectation of all clinical experiences. Again, your work in Typhon will be a graded effort within your courses and is essential in certifying your competence to sit for boards after graduation. Each student is responsible for maintaining and keeping achieved records of his or her own clinical experience logs for class and personal use. All patient encounters, whether seen independently, in collaboration with preceptor, or as observation, require an entry into Typhon.

Student Access to the Preceptor List in Typhon NPST™ →
Students and faculty can view an electronic directory of approved FSU graduate

Requesting Preceptors and Clinical Site additions to the Preceptor List

1. If your preceptor is not already listed within Typhon, students should request additions to the preceptor list. Please note it is the discretion of each Specialty/Program Director and/or clinical/theory faculty member to approve the use of a clinical preceptor and clinical site.

2. All requests must be approved by an FSU Typhon Administrator (or their designee) before the person becomes part of the official list.

3. Students access the request area on their "Setup Default Choices" page by clicking "REQUEST ADDITION" next to the preceptor drop-down list.
4. Students are required to enter all preceptor/ site information.
5. Once a student request has been made, the system will automatically notify the Typhon Administrator (or their designee) that a request is pending. Please allow at least 48-72 hours for this request to be reviewed.
6. Students will automatically be notified when action is taken on their request.
7. Incomplete or inaccurate data will result in the request being denied
   Students are required to enter the following information:
- Specialty
- Practice/Group Name
- Preceptor LAST NAME, First Name   (the last name entered in ALL CAPITAL LETTERS)
- Credentials (APRN, M.D., D.O.. PA, LCSW, MFT, etc.)
- E-Mail
- Phone #
- Alt. Phone #
- Fax #
- Address
- City
- State
- Zip/Postal Code
- Hospital Affiliation
- Once a student request has been made, the system will automatically notify the FSU, CON Typhon Administrator (or their designee) that a request is pending. Please allow at least 48-72 hours for this request to be reviewed.

Adding Preceptor License and CV to Typhon:

1. Request new preceptor in Typhon if you cannot see the preceptor on the list (See instruction below)
a. We have enabled features to allow you to place more demographic information in this section.
2. On your main page, section #3 Other Activities & Reports you will find a section named External Documents.
a. We would like you to upload the preceptor CV and Copy of License in this section.
3. The Preceptor Requests in Typhon will be checked every day. Once a preceptor is approved, their name will populate as a choice in Typhon.

Setting:

At the beginning of the semester, please describe your clinical setting(s), and types of clients usually encountered in this setting and submit to your clinical instructor. Please use the Clinical Site Description form to do this and submit it under the appropriate assignment area.

Log Entries:

The log will track the total time spent in clinical as well as with each patient and should include the preceptor site, date, patient demographics, ICD-10 codes, DSM-5 code, time spent with each patient, and brief comments.

This is the same manner you will be keeping track of your clinical hours throughout the program. Make sure that you select the correct class to make your entries. For example, this semester, the student would select NGR5053L to make clinical log entries. Any entries logged into an incorrect area of typhon must be corrected by the student before the end of the semester.

Typhon Case Log Totals (Graphical): You will need to print/download and then upload to the appropriate assignment tab in Canvas the Graphical Typhon Case Log Totals reflecting your entire clinical course hours for the semester.

<div align="center">

Example of the Clinical Log

</div>

The following example shows the correct format for clinical log entries.
Faculty will review your log periodically and make annotations to help you log your clinical experiences accurately and efficiently.

Florida State University (Acct #3221)	
Case ID #: (Status: Pending)	**Date of Service: 5/18/2020**
Student Information – STUDENT NAME	

Semester:	Summer
Course:	NGR XXXL
Preceptor:	**Will populate if approved and entered in system**
Clinical Site:	**Will populate if approved and entered in system**
Setting Type:	Underserved area/population

Patient Demographics

Age:	33 years
Gender:	Male

Clinical Information

Time with Patient:	60 minutes
Consult with Preceptor:	
Type of Decision-Making:	High complexity
Student Participation:	Less than shared
Reason for Visit:	Initial Visit
Chief Complaint:	"The Cartel is trying to kill me"
Encounter #:	1
Type of HP:	Expanded Problem Focused
Social Problems Addressed:	Income/Economic Housing/Residence

Safety
Interpersonal Relationships
Emotional
Education/Language
Legal
Substance Abuse

ICD-10 Diagnosis Codes

#1 - F15.921 - OTHER STIMULANT USE, UNSPECIFIED WITH INTOXICATION DELIRIUM

#2 - F15.151 - OTH STIMULANT ABUSE W STIM-INDUCE PSYCH DISORDER W HALLUCIN

#3 - F22 - DELUSIONAL DISORDERS

CPT Billing Codes

#1 - 99254 - INPATIENT CONSULT, 3 KEY COMPONENTS:COMPREHENSIVE HX;COMPREHENSIVE EXAM; MED DECISION MOD COMPLEX

Medications

 # OTC Drugs taken regularly: 0

 # Prescriptions currently prescribed: 5

 # New/Refilled Prescriptions This Visit: 5

Types of New/Refilled Prescriptions This Visit:

Adherence Issues with Medications:
Other: acute intoxication

Other Questions About This Case

Patient Interaction: In person

Clinical Notes

Patient is 33 yr. Caucasian male brought to inpatient setting by PD after driving his car into the lake while attempting to evade the "cartel who is trying to kill me". Once he was contacted by PD it became obvious he was experiencing paranoia and hallucinations. He admitted to using meth for the first time 2 days ago and has not slept since that time. He also reports routinely drinking 6-12 beers every other day, and occasionally using THC. He is employed in the oil field as a supervisor and is divorced with 2 children residing with their mother. He denies previous Hx: mental health issues. Upon presentation he is very agitated and paranoid- to the point he is unable to complete intake paperwork. He attempts to run out of the facility several times and has to be placed in isolation. He was given emergency medications to help reduce hallucinations and calm panic. Brief psychotherapy was attempted to help calm his agitation, but he was not able to respond to it at the time. Will further assess once he is more capable of participating in his care.

Evaluations

Formative Evaluation Tools (submitted prior to meeting with faculty mid-semester). This is mandatory. It is the faculty's way of documenting our communication and feedback to you. Your faculty will read and respond. This is part of your clinical grade.

Faculty consultation with Preceptor is required during the semester. It is the student's responsibility to ensure this occurs. Once the faculty member meets with the preceptor (via email or phone call whichever the preceptor prefers), the student must meet with the faculty to discuss clinical performance. This meeting will generally occur via zoom, phone call or email and will be arranged at a date/time convenient for the faculty and the student.

Preceptor Evaluation. We must have the signed original evaluations (mid-term and final) from your preceptors by the designated date. You may place a scanned copy in the assignment tab in Canvas as well as including them in your portfolio.

Student's Evaluation of preceptors and clinical sites- again, scanned copies should be placed into your portfolio.

Self-Evaluation-Student should reflect on the data as related to the course objectives. All course objectives must be addressed. Student should use specific examples how they address each objective.

Class meetings

Even though our program is online it is **expected** that each faculty set up a time to meet with the student via Zoom during the semester. Suggest you set the first meeting up within the first 2 weeks at the start of the semester, then one at mid-term and then one within the last 2 weeks. These course meetings are not mandatory of the student but highly suggested. This allows a much better flow of information to and from students. The Zoom information is in each canvas course. Please contact your instructor or Mr. Jamie Marsh at jmarsh@nursing.fsu.edu to assist you with connecting to Zoom.

Forms for PMH Program

Florida State University College of Nursing
Psychiatric Mental Health Nurse Practitioner Program
Clinical Performance Evaluation
(NGR5053L, NGR5503L, NGR5508L, NGR5504L)

Student Name: _____ Course Name/#:

_____

Preceptor Name, Credentials and Location:

_____

Semester/year: _____ Type of Evaluation: (   ) Mid-term   (   ) Final

Who Performed Evaluation: _____

Evaluation Key:

Above Average: Consistently demonstrates independent practice behavior. Utilizes abstract and analytic thinking. Care is excellent and organized.

Satisfactory: Frequently demonstrates independent practice behavior. Utilizes evidence and standards with additional knowledge and experience. Provides individual care.

Needs further development: Occasionally demonstrates independent practice behavior but further practice is needed at this time. Needs to utilize evidence-based care more with additional individual care.

Unsatisfactory/poor: Often demonstrates dependent practice behavior, requiring constant direct supervision without evidence of improvement at a satisfactory level. Care is rigid and inflexible without an ability to demonstrate consistent safe or appropriate practice.

N/O: no opportunity to observe this behavior.

Note: This rating of the student will become a part of their clinical evaluation. The Final Clinical grade is either Satisfactory or Unsatisfactory and will be based on the student's self-evaluation, the Preceptor's rating, and the Clinical Faculty's evaluation. If the student's performance, as evaluated by the Preceptor or Faculty, is below satisfactory on ≥ 2 of the behavioral objectives, the student automatically receives a failing grade for clinical performance. To assist students who are having difficulty in clinical settings, Preceptors and Clinical Faculty should meet immediately when they determine that a student will receive a less than satisfactory rating on ≥ 1 behavioral objective(s).

Behavioral Objective	Above Average	Satisfactory	Needs further development	Unsatisfactory or poor	N/O
Patient Centered Care					
Obtains a thorough and appropriate history from patients across all lifespans					
Performs a thorough and appropriate psychiatric examination of patients across all lifespans demonstrating appropriate technique					

Communicates with patients appropriately and effectively					
Identifies and selects clients appropriate for individual or group therapy.					
Develops, implements, and evaluates complex practice approaches based on theoretical, ethical, and scientific knowledge.					
Teamwork & Collaboration					
Presents and discusses cases succinctly and appropriate with preceptor and others.					
Collaborates with preceptor and other members of the healthcare team to meet complex healthcare needs of diverse populations.					
Utilizes appropriate referral resources in developing management plan.					
Evidence Based Practice					
Formulates appropriate diagnoses, based on appropriate use of diagnostic resources and scientific evidence, analysis of the patient's history, and psychiatric examination					
Incorporates appropriate patient/family education according to patient values and preferences in management plans					

Behavioral Objective	Above Average	Satisfactory	Needs further development	Unsatisfactory or poor	N/O
Demonstrates advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.					
Quality Improvement					
Promotes quality health care to improve health outcomes for patients in diverse clinical settings					
Demonstrates analytical methodologies for evaluation of clinical practice, health outcomes and the application of scientific evidence.					
Safety					
Effectively recognizes own limitations in the clinical setting					
Verbalizes, orders, analyzes and interprets diagnostic tests appropriately.					
Develops appropriate management plans (diagnostic studies, treatments, referrals)					
Informatics					
Documents in an appropriate manner (legible, organized, complete, proper terminology, abbreviations, spelling, format)					
Utilizes technological information systems in					

healthcare delivery, and quality improvement.					
Professional Role Development					
Assumes full accountability for professional behavior and performs within acceptable ethical and legal standards.					
Presents self in accordance with clinical agency, College of Nursing, and professional standards for appearance and conduct.					
Behavioral Objective	**Above Average**	**Satisfactory**	**Needs further development**	**Unsatisfactory or poor**	**N/O**
Demonstrates personal responsibility and accountability for accurate history, assessment, plan of care, treatment outcomes, and follow up.					
Ensures accountability for quality care and patient safety for diverse populations					
Manages the expected number of patients based on the semester level.					
Is prepared for each clinical experience					
Progresses through the semester as expected based on the semester level					

Comments:

_____

_____

_____

_____   _____

(Student Signature)   (Date)

Attention: The Preceptor's written evaluation is a critical component of this student's overall course evaluation. By signing this, you are attesting that the above comments are

accurate, and that the student performed and completed clinical hours with the preceptor for this semester.

_____   _____
(Preceptor Signature)   (Date)

FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING
PMHNP Program

STUDENT FORMATIVE EVALUATION

Scheduled Meeting with Faculty (can be via telephone):

Faculty_____
Date _____
Time _____
Place _____
Course _____
Semester/Year _____

Self-evaluation and rate your comfort level with the following skills (scale of 0-5, 5-most confident):

Date	Rate Your Comfort Scale 0-5	Comments
		1. History taking
		2. Mental status exam
		3. Formulate diagnosis
		4. Formulate treatment plan
		5. Patient & Family Education
		6. Case Presentation to Provider
		7. Charting/Documentation
		8. Time management
9. Rate your progress toward meeting your personal objectives stated in your PEP above (scale 0-5, 5 best).		

Student's Clinical Experience:

Instructions:
- If you have more than 1 preceptor/clinical setting, please describe each (add a column if needed). Delete Preceptor 2 column if you only have one preceptor.
- Type of clinical setting, ex. In-patient, outpatient, drug rehab, eating disorder residential…
- Type of patients (diagnosis) that you normally/commonly see during your clinical experience.
- Your level of independence. i.e., I see patients by myself to obtain a history and perform a physical exam, then I consult with preceptor, or my preceptor and I are in the exam room together…

Progress Report	Name of Preceptor 1	Name of Preceptor 2
Preceptor title & specialty		
Type of clinical setting		
Type of pts & conditions		
Your level of independence		
# pt seen per day (average)		
# clinical hrs completed		
# hrs documented in Typhon		

Interventions/Plans to Increase Strengths in Clinical Area:

Faculty Contact with Preceptor (name, date, time, method of contact)

FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING
PMHNP Program

EVALUATION OF PRECEPTOR/SITE by Student

Preceptor/Site: _____

Date: _____

Evaluating faculty   _____

Course/Year   _____

Clinical Preceptor Evaluation

Indicate the extent to which the preceptor met the stated objectives by using the following scale:

_____*1*_____   _____*2*_____   _____*3*_____   _____*4*_____   _____*5*_____
Not very effective   *Very effective*

_____ 1.facilitated the student in meeting clinical objectives.

_____ 2.acted as a role model as a health care provider.

_____ 3.promoted optimal understanding of health problems and their management.

_____ 4.acted as a resource for clinical decision-making.

_____ 5.promoted independent clinical decision-making.

_____ 6.provided feedback to the student.

Would you recommend this preceptor to students? ____yes ____no

Clinical Site Evaluation

Indicate the extent to which the clinical site met the stated objectives by using the following scale:

_____*1*_____   _____*2*_____   _____*3*_____   _____*4*_____   _____*5*_____

Not very effective   *Very effective*

_____1. Clinical site promoted learning.

_____2. Clinical staff was supportive of student and the learning process.

_____3. Clinical site was safe for the student and staff.

_____4. Clinical site was welcoming.

Would you recommend this clinical site to students? ____yes ____no

Any additional comments the student would like to share about the preceptor or clinical site:

SELF-EVALUATION - CLINICAL EXPERIENCE

Student: _____   Date:_____

Course (please check the course):

     [ ] NGR 5053L Adv Psychiatric Assessment and Diagnosis
     [ ] NGR 5503L PMHNP I Lab
     [ ] NGR 5508L PMHNP II Lab
     [ ] NGR 5504L PMHNP Practicum

Students should reflect on the data related to the course objectives. All course objectives must be addressed. Students should use specific examples of how they addressed each objective.

Course Objectives:

PMH Certificate Clinical Summary Sheet		
Course/semester	Preceptor name and address/ semester	hours
NGR 5053L Adv Psychiatric Assessment and Diagnosis (2hr =120 clinical hrs.)	Name: Address: Semester:	
NGR 5503L PMHNP I Lab (3hrs. = 180 clinical hrs.)	Name: Address: Semester:	
NGR 5508L PMHNP II Lab (3 hrs.=180 clinical hrs.)	Name: Address: Semester:	
NGR 5504L PMHNP Practicum (5 hrs.=300 clinical hrs.)	Name: Address: Semester:	

                     Expected/Achieved
Total hours.   780/_____

Date Completed _____

Student signature _____ Date:

Track Coordinator or Assistant Dean _____ Date:

Rubric-Telephone Evaluation of Student by Preceptor by Faculty

1. How would you rate the student's overall performance thus far?

2. Is the student able to develop a rapport with clinical staff, patients and their families?

3. Does the student maintain professionalism in appearance and conduct?

4. What is the student's level of participation in patient care?

      a. Observer

      b. Participant

      c. Independent provider with preceptor supervision

5. Is the student gaining more independence as the semester is progressing?

6. Is the student able to develop appropriate differential diagnoses?

7. Is the student demonstrating appropriate assessment skills and providing suitable treatment options?

8. How is the student progressing with time management?

9. Is the student improving with documentation in the medical record?

10. Are there any issues or concerns regarding the student that you would like to discuss?

Information for the PMHNP DNP Student

Part I: Doctor of Nursing Practice Essential Table
Student must enter the course number that you completed within your entire program of study that fits the DNP Essential. For example: Essential I Scientific Underpinnings for Practice, number 1, you should include all courses that you completed that fall under this essential. Just list the course number in the completed box. Once you have completed this table you will give it to your clinical instructor. Your clinical instructor will submit it to track coordinator to be placed in our student file.

Doctor of Nursing Practice Essential Table		
Student Name (print): _____ **Date:** _____		
Essential I: Scientific Underpinning for Practice	Completed place an X	Completed put course #
1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and		

organizational sciences as the basis for the highest level of nursing practice.		
2. Use science-based theories and concepts to: a. determine the nature and significance of health and health care delivery phenomena; b. describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and c. evaluate outcomes		
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines		
Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking	**Complete place and X**	**Completed put course #**
1.Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences		
2.Ensure accountability for quality of health care and patient safety for populations with whom they work. a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality-of-care delivery. c. Develop and/or monitor budgets for practice initiatives. d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.		
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in-patient care, the health care organization, and research.		
Essential III: Clinical Scholarship and Analytical Methods for Evidence Based Practice	**Completed put an X**	**Completed put Course #**

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice		
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends		
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.		
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment		

5. Use information technology and research methods appropriately to:
  a. collect appropriate and accurate data to generate
  evidence for nursing practice
  b. inform and guide the design of databases that
  generate meaningful evidence for nursing practice
  c. analyze data from practice
  d. design evidence-based interventions
  e. predict and analyze outcomes
  f. examine patterns of behavior and outcomes
  g. identify gaps in evidence for practice		

6. Function as a practice specialist/consultant in collaborative knowledge-generating research.		
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes		
Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	Completed put an X	Completed put course #
1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.		
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.		

	Completed put an X	Completed put course #
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases		
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology		
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness		
Essential V: Health Care Policy for Advocacy in Health Care	**Completed put an X**	**Completed put course #**
1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.		
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy		
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.		
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.		
5. Advocate for the nursing profession within the policy and healthcare communities.		
6. Develop, evaluate, and provide leadership for health care policy that shapes healthcare financing, regulation, and delivery		
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas		
Essential VI: Interprofessional Collaboration for Improved Patient and Population Health Outcomes	**Completed put an X**	**Completed put course #**
1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines,		

health policy, standards of care, and/or other scholarly products		
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.		
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex		
Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health	Completed put an X	Completed put course #
1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.		
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.		
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.		
Essential VIII: Advanced Nursing Practice	Completed put an X	Completed put course #
1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.		
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.		
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes		
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to		

improve patient outcomes.		
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.		
6. Educate and guide individuals and groups through complex health and situational transitions		
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues		