



Psychiatric Mental Health

PROFESSIONAL GRADUATE NURSING
PROGRAM

PRECEPTOR ORIENTATION HANDBOOK

Academic Year 2024-2025

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The Role of the Preceptor

The College of Nursing Graduate Faculty would like to thank you for taking time to be a preceptor for one of our students. The role of the preceptor is important in shaping the development of a nurse practitioner. We recognize that it takes time to supervise a student, and we appreciate the additional time you give to each student. As the semester advances, the student will become more accomplished and require less supervision on your part and should begin to facilitate your client caseload.

Expectations of All Preceptors

- Review semester objectives and goals to facilitate clinical learning
- Review daily objectives to be discussed at the beginning of each clinical day
- Create a learning environment for the student and facilitate the critical thinking skills required of a student
- Complete the Preceptor Credentials electronic form on our website
At <https://www.unmc.edu/nursing/current-students/clinical-contract-preceptor.html> which will allow you to fill out the form online
- At the end of the semester, complete the  Clinical Preceptor Assessment of Student Performance form and return to designated clinical faculty member

Expectations of Preceptors for APRN Students

- Listen to the student's case presentation on each patient
- Provide feedback about assessments, differential diagnosis, problem lists and proposed plan of care
- See patients with the student
- Supervise the student on all new procedures
- Recheck all abnormal examination findings identified by the student and evaluate the student's management plans for these problems
- Always be present in the clinical area during the student's experience, and name a qualified substitute if you must leave the clinic
- Review all student entries in the patient's health/medical records

Student Responsibilities

- Prepare for each clinical experience by
 - Sharing daily objectives with the preceptor at the beginning of the day
 - Studying presentations and diagnoses seen the previous week to build on knowledge and skills, and
 - Bringing materials learned in the classroom for application in the clinical setting
- Demonstrate active learning strategies by
 - Appropriate use of printed and electronic clinical resources (brought by student)
 - Asking questions
 - Identifying strengths and weaknesses, and
 - Being proactive in seeking learning opportunities
- Seek confirmation with the preceptor of any findings of which you may be unsure
- Ask for assistance with new procedures or learning opportunities
- Demonstrate evidence of using the clinical experience for advanced learning
- Dress in appropriate attire

Clinical Faculty Member Responsibilities

- Make arrangements with the student and preceptor to visit the clinical site (if feasible) to evaluate the student's performance at various times throughout the semester
- Evaluate the student's performance at mid-term and at the end of the semester
(The preceptor will provide input into the evaluation process by completing the Clinical Preceptor Assessment of Student Performance form)

Please contact the student's clinical faculty instructor with questions, concerns or comments.

The University Of Nebraska Medical Center College Of Nursing is required by our accrediting agencies and the State Board of Nursing to document the credentials and professional experience of persons who serve as clinical preceptors with our students. Preceptors must have an advanced practice degree (APRN, MD, DO, PA, LMHP, LP) and at least one-year experience at the advanced practice level. The Preceptor Credentials form is available to complete electronically. The link to register and login to access and complete the form electronically is listed below. This form will be updated annually.

<https://www.unmc.edu/nursing/current-students/clinical-contract-preceptor.html>



Preceptor Credentials Form

WELCOME

Welcome to the UNMC College of Nursing electronic preceptor credentials form. (If you have not registered yet, please select the **Register Here** button to register your email address and password).

Sign In

Register Here

UNMC | College of Nursing
 Clinical Preceptor Assessment of Student Performance

Student _____

Preceptor _____

Specialty Area _____

Preceptor Email _____

Clinical Instructor _____

Course Number _____ Campus _____

Clinical Start Date _____

Clinical End Date _____

At the end of the semester, please provide an assessment of the student using the rating scale below. Select the rating that best describes the level of expectation achieved by the student this semester. **Students will not receive a grade for their clinical experiences if this 2 page assessment form is not completed and returned to faculty.**

	Far Exceeded	Met	Did Not Meet	Clinical Expectation Not Observed	Not Applicable to this Clinical Setting
1. Comes to the setting with learning objectives and discusses them with me.					
2. Performs a systematic psychiatric assessment, differential diagnoses, and conclusive diagnosis to my satisfaction.					
3. Discusses with me common physical comorbidities, laboratory and diagnostic tests and rationale for use.					
4. Discusses pharmacological and non-pharmacological treatments to my satisfaction.					
5. Discusses a clinical treatment management plan (including safety regarding suicide/homicide ideation) to my satisfaction.					
6. Formulates a Preventative Health/Health Promotion Plan for the patient to my satisfaction.					
7. Discusses the psychopathology and physiology of common mental illnesses/DSM-5 Diagnoses.					
8. Uses research and evidence based practice standards of care in discussions with me.					
9. Discusses the need for referrals/access to community resources follow-up appointments to my satisfaction.					
10. Completes concise written and verbal reports to my satisfaction.					
11. Is professional, on time, courteous, appropriately dressed, and has needed resources.					
12. Attends to quality care, safety issues, and cultural diversity factors.					

Preceptor Comments:

Preceptor Signature _____ Date _____

Please return completed assessment to the clinical instructor or fax to 402-559-9666 at end of semester.

Course Description: Application of counseling frameworks in the care of individuals, families, groups, and communities, representing diversity in culture, lifestyle, and values. Emphasizes the counseling role of the Psychiatric Mental Health Advanced Practice Nurse (PMHNP) as well as the concepts underlying nursing's practice of the counseling role, including ethical and legal considerations. Lab will focus on the development of individual and group counseling skills for advanced nursing practice.

PREREQUISITE COURSES: Nursing 605; 607; 606; 602
CREDIT ALLOCATION: 2 - 3 credits (2 didactic/0 - 1 lab)

Purpose of the Course: This course is designed for survey and application of selected counseling frameworks in the care of individuals, families, groups, and communities representing diversity in culture, lifestyle, and values. The emphasis will be on the development of the counseling role of the Psychiatric Mental Health Nurse Practitioner (PMHNP) as well as the concepts underlying nursing's practice of the counseling role.

Introduction to legal and ethical parameters of the PMHNP's counseling role within the context of advanced psychiatric mental health nursing practice will also be included.

Course Objectives

1. Use knowledge, concepts, theories, models, and research from nursing and related disciplines in the application of counseling frameworks for the care of individuals, families, groups, and communities representing diversity in culture, lifestyle, and values.
2. Make clinical decisions related to the counseling needs of individuals, families, groups, and communities based on diagnostic reasoning, legal and ethical considerations, scholarly inquiry, and the process of the therapeutic relationship.
3. Work collaboratively with clients, interdisciplinary health care providers, and others to systematically plan and evaluate the quality and cost-effectiveness of counseling provided in response to the psychiatric mental health needs of clients.
4. Analyze factors contributing to the present and emerging use of counseling in the provision of psychiatric mental health care to clients.
5. Describe the use of outcomes research to demonstrate the contribution of counseling to the achievement of client treatment goals.
6. Demonstrate a commitment to improve the use of counseling for psychiatric mental health clients based on an understanding of the limitations in: a) own professional competence, b) relevant knowledge, and c) available counseling services.

NRSRG 663B/863B Advanced Psychiatric Mental Health Nursing with Adults

Course Description: The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in adulthood at the individual, family, and community levels.

PREREQUISITE COURSES: NRSRG 662/862

CREDIT ALLOCATION: 2 or 4 credits (2 asynchronous education/0 or 2 lab)

Purpose of the Course: The course is designed for in-depth study of selected actual and potential psychiatric mental health problems in adults and their families. The emphasis will be on adult development; mental health in adulthood; assessment, diagnosis, treatment, and management of psychiatric mental health problems in adulthood at the individual, family and community levels in collaboration with the interdisciplinary team. Contextual, policy, economic, legal and ethical Issues activities will be examined.

Course Objectives

1. Use knowledge, theories, models, and research from nursing and related disciplines in the management of selected actual and potential psychiatric mental health problems in adults and their families.
2. Employ advanced assessment, diagnostic, treatment, and management strategies in the care of adults and their families with actual or potential psychiatric mental health problems.
3. Apply advanced psychiatric mental health nursing services in the care of adults and their families representing diversity in culture, lifestyle, and values.
4. Make clinical decisions related to the psychiatric mental health care of adults and their families based on diagnostic reasoning, legal and ethical considerations, scholarly inquiry, the process of the therapeutic relationship, and the creative use of resources.
5. Base clinical decisions on an understanding of the relationship between selected physical problems and actual and potential psychiatric mental health problems.
6. Collaborate with clients, interdisciplinary health care providers, and others to systematically plan and evaluate quality and cost-effective programs that address actual or potential psychiatric mental health problems of adults and their families.
7. Analyze factors contributing to present and emerging systems for the provision of psychiatric mental health care to adults and their families as a basis for influencing change.
8. Participate in the research process to improve the delivery of psychiatric mental health care to adults and their families.
9. Demonstrate a commitment to improve the psychiatric mental health care of adults and their families through planned change based on: a) understanding of strengths and limitations in own professional competence, b) understanding of advances and limits in relevant knowledge, c) understanding of opportunities and limitations in available services, d) understanding of client preferences, motivation for change, and resistance to change, and e) a commitment to participation in professional and community organizations.

NRSB 664B/864 B Advanced Psychiatric Mental Health Nursing with Children and Adolescents

Course Description: The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in childhood and adolescence at the individual, family, and community levels.

PREREQUISITE COURSES: NRSB 662/862; 663/863

CREDIT ALLOCATION: 2 or 4 credits (2 asynchronous education/0 or 2 lab)

Purpose of the Course: This course is designed for in-depth study of the management of selected actual and potential psychiatric mental health problems in children and adolescents and their families representing diversity in culture, lifestyle, and values. Content and clinical experiences will emphasize the normative process of development in childhood and adolescence; promotion and maintenance of mental health through adolescence; assessment, diagnosis, treatment, and management of psychiatric mental health problems in childhood and adolescence; and the process of systems development and management for the provision of needed services. There is an emphasis on collaboration with interdisciplinary health-care team members and others in the management of selected problems at the individual, family and community levels. Contextual, policy, economic, legal and ethical issues will be examined.

Course Objectives

1. Use knowledge, theories, models, and research from nursing and related disciplines in the management of selected actual and potential psychiatric mental health problems in children/adolescents and their families.
2. Employ advanced assessment, diagnostic, treatment and management strategies in the care of children/adolescents and their families with actual or potential psychiatric mental health problems.
3. Apply advanced psychiatric mental health nursing services in the care of children/adolescents and their families representing diversity in culture, lifestyle, and values.
4. Make clinical decisions related to the psychiatric mental health care of children/adolescents and their families based on diagnostic reasoning, legal and ethical considerations, scholarly inquiry, the process of the therapeutic relationship, and the creative use of resources.
5. Base clinical decisions on an understanding of the relationship between selected physical problems and actual and potential psychiatric mental health problems.
6. Collaborate with clients, interdisciplinary health care providers, and others to systematically plan and evaluate quality and cost-effective programs that address actual or potential psychiatric mental health problems of children/adolescents and their families.
7. Analyze factors contributing to present and emerging systems for the provision of psychiatric mental health care to children/adolescents and their families as a basis for influencing change.
8. Participate in the research process to improve the delivery of psychiatric mental health care to children/adolescents and their families.
9. Demonstrate a commitment to improve the psychiatric mental health care of children/adolescents and their families through planned change based on: a) understanding of strengths and limitations in own professional competence, b) understanding of advances and limits in relevant knowledge, c) understanding of opportunities and limitations in available services, d) understanding of client preferences, motivation for change, and resistance to change, and e) a commitment to participation in professional and community organizations.

NRSB 668B/868B Practicum In Advanced Psychiatric Mental Health Nursing

Course Description: Development of additional clinical skills, including advanced nursing judgment, decision-making skills, and leadership. Specific learning objectives and setting(s) determined in consultation with faculty.

PREREQUISITE and Corequisite COURSES: NRSB 606/806, NRSB 662/862, NRSB 663/863, NRSB 664/864 and NRSB 665/865 or permission of instructor

CREDIT ALLOCATION: 1 - 8 credits (1 - 8 lab)

Purpose of the Course: This course is designed to be taught primarily as a practicum. Students focus on one or more of the following areas of advanced psychiatric mental health nursing: (a) rural mental health, (b) children and adolescents, (c) adults, (d) geriatric psychiatry, (e) severely and persistently mentally ill, (f) addictions, or (g) consultation-liaison psychiatric nursing.

Course Objectives

1. Apply knowledge of advanced psychiatric mental health nursing, as well as the strengths and limitations of own professional practice, in the delivery of services to clients representing the selected clinical focus chosen by the student.
2. Propose changes in policies and/or professional practice guidelines related to the area of study based on synthesis of information from the legal, ethical, political, and health care arenas.
3. Develop collaborative relationships with clients, interdisciplinary health care providers, and others to plan, deliver, and evaluate the effectiveness of culturally sensitive care to diverse groups.
4. Identify researchable problems to improve the practice of psychiatric mental health nursing in the care of clients representing the selected clinical focus.

Scope of Practice for Nurse Practitioners

Professional Role

Nurse practitioners (NPs) are licensed, independent practitioners who practice in ambulatory, acute and long-term care as primary and/or specialty care providers. Nurse practitioners assess, diagnose, treat, and manage acute episodic and chronic illnesses. NPs are experts in health promotion and disease prevention. They order, conduct, supervise, and interpret diagnostic and laboratory tests, prescribe pharmacological agents and non-pharmacologic therapies, as well as teach and counsel patients, among other services.

As licensed, independent clinicians, NPs practice autonomously and in coordination with health care professionals and other individuals. They may serve as health care researchers, interdisciplinary consultants, and patient advocates. NPs provide a wide-range of health care services to individuals, families, groups, and communities.

Education

NPs are advanced practice registered nurses who obtain graduate education, post-master's certificates, and doctoral degrees. Educational preparation provides NPs with specialized knowledge and clinical competency which enable them to practice in various health care settings, make differential diagnoses, manage and initiate treatment plans and prescribe medications and treatment. National NP education program accreditation requirements and competency-based standards ensure that NPs are equipped to provide safe, high-quality patient care from the point of graduation. Clinical competency and professional development are hallmarks of NP education.

Accountability

The autonomous nature of NP practice requires accountability to the public for delivery of high-quality health care. NP accountability is consistent with an ethical code of conduct, national certification, periodic peer review, clinical outcome evaluation, and evidence of continued professional development.

Responsibility

The patient-centered nature of the NP role requires a career-long commitment to meet the evolving needs of society and advances in health care science. NPs are responsible to the public and adaptable to changes in health care. As leaders in health care, NPs combine the roles of provider, mentor, educator, researcher, and administrator. NPs take responsibility for continued professional development, involvement in professional organizations, and participation in health policy activities at the local, state, national and international levels. Five decades of research affirms that NPs provide safe, high-quality care.

Standards of Practice for Nurse Practitioners

I. Qualifications

Nurse practitioners are licensed, independent practitioners who provide primary and/or specialty nursing and medical care in ambulatory, acute and long-term care settings. They are registered nurses with specialized, advanced education and clinical competency to provide health and medical care for diverse populations in a variety of primary care, acute and long-term care settings. Master's, post-master's or doctoral preparation is required for entry-level practice (AANP 2006).

II. Process of Care

The nurse practitioner utilizes the scientific process and national standards of care as a framework for managing patient care. This process includes the following components.

A. Assessment of health status

The nurse practitioner assesses health status by:

- Obtaining a relevant health and medical history
- Performing a physical examination based on age and history
- Performing or ordering preventative and diagnostic procedures based on the patient's age and history
- Identifying health and medical riskfactors

B. Diagnosis

The nurse practitioner makes a diagnosis by:

- Utilizing critical thinking in the diagnostic process
- Synthesizing and analyzing the collected data
- Formulating a differential diagnosis based on the history, physical examination and diagnostic test results
- Establishing priorities to meet the health and medical needs of the individual, family, or community

C. Development of a treatment plan

The nurse practitioner, together with the patient and family, establishes an evidence-based, mutually acceptable, cost-awareness plan of care that maximizes health potential. Formulation of the treatment plan includes:

- Ordering and interpreting additional diagnostic tests
- Prescribing or ordering appropriate pharmacologic and non-pharmacologic interventions
- Developing a patient education plan
- Recommending consultations or referrals as appropriate

D. Implementation of the plan

Interventions are based upon established priorities. Actions by the nurse practitioners are:

- Individualized
- Consistent with the appropriate plan for care
- Based on scientific principles, theoretical knowledge and clinical expertise
- Consistent with teaching and learning opportunities

E. Follow-up and evaluation of the patient status

The nurse practitioner maintains a process for systematic follow-up by:

- Determining the effectiveness of the treatment plan with documentation of patient care outcomes
- Reassessing and modifying the plan with the patient and family as necessary to achieve health and medical goals

Standards of Practice for Nurse Practitioners

III. Care Priorities

The nurse practitioner's practice model emphasizes:

- A. Patient and family education
The nurse practitioner provides health education and utilizes community resource opportunities for the individual and/or family
- B. Facilitation of patient participation in self care.
The nurse practitioner facilitates patient participation in health and medical care by providing information needed to make decisions and choices about:
 - Promotion, maintenance and restoration of health
 - Consultation with other appropriate health care personnel
 - Appropriate utilization of health care resources
- C. Promotion of optimal health
- D. Provision of continually competent care
- E. Facilitation of entry into the health care system
- F. The promotion of a safe environment

IV. Interdisciplinary and Collaborative Responsibilities

As a licensed, independent practitioner, the nurse practitioner participates as a team leader and member in the provision of health and medical care, interacting with professional colleagues to provide comprehensive care.

V. Accurate Documentation of Patient Status and Care

The nurse practitioner maintains accurate, legible and confidential records.

VI. Responsibility as Patient Advocate

Ethical and legal standards provide the basis of patient advocacy. As an advocate, the nurse practitioner participates in health policy activities at the local, state, national and international levels.

VII. Quality Assurance and Continued Competence

Nurse practitioners recognize the importance of continued learning through:

- A. Participation in quality assurance review, including the systematic, periodic review of records and treatment plans
- B. Maintenance of current knowledge by attending continuing education programs
- C. Maintenance of certification in compliance with current state law
- D. Application of standardized care guidelines in clinical practice

VIII. Adjunct Roles of Nurse Practitioners

Nurse practitioners combine the roles of provider, mentor, educator, researcher, manager and consultant. The nurse practitioner interprets the role of the nurse practitioner to individuals, families and other professionals.

IX. Research as Basis for Practice

Nurse practitioners support research by developing clinical research questions, conducting or participating in studies, and disseminating and incorporating findings into practice.

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