



UNC GREENSBORO

School of Nursing

UNCG Preceptor Information Tool

Thank you for agreeing to serve as a preceptor for the Psychiatric Mental Health Nurse Practitioner Program at the University of North Carolina Greensboro, School of Nursing (SON)! We are very grateful for your contribution to our students' learning. Through working with you, our goal is for the student to synthesize and apply evidence-based health care practices.

Nurse Practitioner (NP) Program Information

This tool is developed for preceptor, faculty, and student information of goals, objectives and outcomes to be accomplished while the student is completing their education to become a successful NP.

- Each faculty member is academically prepared and credentials and meet requirements needs for graduate nursing programs to be fully accredited.
- Preceptors must maintain updated certifications in their respective boards and within the state of which they practice.
 - Follow the instructions on next slide/page.
- Students are advancing in each clinical site. Please see each individual course explanation for further information in the following pages.

Why become a UNCG, SoN, NP Preceptor?

- Opportunity to help shape the next generation of healthcare providers, to give back to, and promote the medical profession, and have personal satisfaction.
 - Improve your ability to be considered for promotion and advanced in your workplace and in your profession community.
 - Update and build your Curriculum Vitae or Resume
 - Verification of preceptor hours for credentialing and/or licensure for NP
- Preceptors:
- NCBON - 30 hours preceptor hours can count toward the 50 required hours each every 2 years. <https://www.ncbon.com/nurse-practitioner>
 - AANP - 125 hours preceptor hours can count toward the 100 non-pharmacology CEs for the 5-year recertification <https://www.aanpcert.org/recert/index>
 - ANCC - 120 preceptor hours can count toward one of the categories (#5) for 5-year recertification. <https://www.nursingworld.org/certification/renewals/>
- Potential Adjunct Faculty appointment at the School of Nursing which include UNCG email address and access to UNCG library and UpToDate



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Instructions: Preceptor Orientation and Letter of Agreement

Instructions

Step 1: SoN Interactive Learning Center - ***This is our amazing new Preceptor Portal*** – Check it out – Several opportunities of free CE

<https://nursing.uncg.edu/practice-community-engagement/interactive-learning-center-for-providers-and-clinicians/>

Step 2: Watch the preceptor orientation video and get 1 hour CE for this free – It's here in the portal

<https://nursing.uncg.edu/practice-community-engagement/interactive-learning-center-for-providers-and-clinicians/preceptor-portal-2/>

Please watch and complete Step 3 at least 1 time a year you are with us as preceptor. Please

Step 3: Complete the following form to confirm you have reviewed this packet and agreed to be a preceptor for the assigned semester, reviewed the Preceptor Information Tool and viewed an informational preceptor video as part of your orientation. If you are a new preceptor or if you have made significant changes in the last 3 years, please attach a current copy of your CV or resume or complete the form we have provided on the survey

(This is a requirement for our program to continue our accreditation). [Clinical Preceptor Form](#)

Medatrax: Here is a nice write up of how to get into [Medatrax](#) (Log-In, Student Evaluations, Time Logs). Medatrax Support: mxsupport@medatrax.com

Additional Information

For more videos and packets with useful resources on continuing or becoming a great preceptor for our program, visit [NONPF Preceptor Portal](#):

Should you have any questions or concerns, please contact:

Autumn Henson: anhenson@uncg.edu and 336-315-7412

Director of Nurse Practitioner Program



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Preceptor Responsibilities

- An effective preceptor allows students to be hands-on, supportive, encouraging, with high expectations for the student.
 - Remember what it was like to be a student.
- The preceptor works directly with the PMHNP student with the faculty to facilitate the student's clinical experience achieving the clinical course objectives.
- We ask for a brief orientation of 1 day with student on their first day with you. This may include:
 - Attendance, appearance, office policies and procedures, allocated office space if available, responsibilities, patient characteristics, clinic's culture, clinic safety, laboratory guidelines if applicable, and your expectations of the student.
 - Establish a schedule to meet clinical hours requirements
- Participate in student instruction one-to-one while serving as an expert, role model, and consult during clinical experience.
 - Discuss learning goals with the student on an ongoing basis.
- Sign student clinical hours log every clinical day on paper AND/OR in Medatrax.
- For students advancing in the program more independence is appropriate.
- Facilitate student experiences, when possible, in the following: quality improvement, safety, evidence-based practice, informatics, patient-center care, interprofessional and interprofessional collaboration, teamwork, and cost-effective care.
- Students are required to interact with and care for patients across the lifespan, so prioritization of child, adolescent, and older adult cases if available at your site will help students meet their clinical objectives.
- We understand that your judgement regarding the level of student independence is best; and patient safety and satisfaction is essential.
- Students can work with providers, (MD, DO, NP, PA, CNS, LCSW, Counselor, Therapist).
- Preceptors, please communicate with faculty and students immediately of any problems that may arise during the clinical experience.
- Review a clinical preceptor orientation video and sign a clinical preceptor agreement to precept for the schedule semester.
- Provide formal evaluations of the student at midterm and final as provided by electronically in Medatrax.

Contacts

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Faculty Responsibilities	Contacts
• Faculty in collaboration with the preceptor, clinical site, clinical coordinator, and director. • The faculty will share the clinical objectives, student learning outcomes, and clinical requirements of each clinical course • Orient students and preceptors to the roles and responsibilities of the clinical course. • Maintain periodic communication with preceptor and student to discuss progress and any problems or concerns. • Address and assist in resolving problems and concerns identified by preceptors and students. • Schedule a minimum of one site evaluation whether virtual or in-person as requested by the clinical preceptor of the student's clinical competencies and attainment of the student learning objectives. • Review the completed evaluations of the students' and preceptors in Medatrax and evaluate quality of students' clinical experiences • Determine final student grade • Report any unresolved concerns or issues to the faculty team and/or program director • Faculty to connect with preceptors at least 3 times a semester • One of the connections with preceptors is to be the clinical site visit. This will be scheduled with preceptor/clinical site and student and could be in-person or virtual or by phone, as desired by preceptor. • If any issues or concerns noted by the student or preceptor or clinical site, faculty are responsible for in-person clinical site visit.	Dr. Cicely Penn, DNP, APRN, PMHNP-BC Clinical Assistant Professor Telephone: 336-315-7416 Email: cepenn@uncg.edu



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Student Responsibilities

- The student is to be in direct communication with the preceptor and clinical faculty.
- The student with whom you work will provide you with the course syllabus.
- The student will discuss learning goals with the preceptor on an ongoing basis.
- Student's progression each semester should increase from dependence and observation to independence in treatment and management of patient care.
- The student progression should include when to treat independently, when to consult, and when to refer.
- The student must assume responsibility for individual learning needs through assessment of own strengths and limitations.
- Students will adjust their clinical schedules based on their preceptor whom they are working with and notify clinical faculty immediately if unable to attend a scheduled clinical day for any reason.
- Maintain a collegial, respectful, and professional relationship with preceptor and faculty.
- Dress according to the SoN Dress Code policy and in accordance with the clinical site.
- Always maintain HIPAA compliance.
- Always display official UNCG student name badge when in the clinical setting.
- Complete all the required evaluations in Medatrax electronically as directed by clinical faculty. This may include:
 - Every patient seen in clinic each day with documentation
 - Self-evaluations
 - Student evaluation of preceptor
 - Student evaluation of clinical site.
- Complete all assignments listed in the syllabus and as directed by the clinical faculty
- Meet with clinical faculty at pre-scheduled times as needed.
- Complete prescribed number of clinical hours and document in Medatrax within the time-frame of the semester.



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Courses

NUR 678 (Fall)

<i>Course Info</i>	<i>Student Learning Objectives</i>	<i>Goals for Clinical</i>	<i>Required Clinical Hours</i>
• This is the student's first clinical course • Students are taking Psychopharmacology and Diagnostics & Assessment concurrently with this course • Clinical sites may include: ○ Inpatient Hospital ○ Outpatient Clinic ○ Behavioral Health Urgent Care ○ Student Health Centers ○ Long-Term Care	1. Synthesize select psychotherapy theories to design comprehensive, evidence-based care that integrates biophysical, psychosocial, cultural, and spiritual aspects for diverse clients across the lifespan. 2. Evaluate the therapeutic processes such as cognitive-behavioral, psychodynamic, humanistic, and integrative approaches to improve client outcomes 3. Demonstrate the ability to adjust interventions based on client progress and needs. 4. Implement ethical and effective psychotherapeutic practices in clinical settings.	1. Practice and improve history taking and mental status examination skills. 2. Present patient cases to the preceptor in a concise, systematic, and efficient manner. 3. Utilize evidence-based practice and current guidelines to develop a plan of care. 4. Develop differential diagnoses where appropriate and justify the working/primary diagnosis. 5. Document care plan in the school EMR system-Medatrax 6. Students have time to evaluate and even practice in clinic EMR system with preceptor support/approval 7. After completing individualized orientation, each student from supportive to independently assesses at least 3 patients per clinical day with preceptor support and approval, and document at least Level 2-3 patient interactions in Medatrax for a minimum of 2 patients by semester's end	30 clinical hours ~ 30 direct clinical hours/ 7.5weeks (This may be accomplished as agreed by the clinical preceptor and student)



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NUR 690 (Spring)

Course Info	Student Learning Objectives	Goals for Clinical	Required Clinical Hours
- This is the student's second clinical course - Students have completed one clinical rotation of 30 clinical hours in NUR 678- Psychotherapy: Theory and Practice for Individuals and Groups	- Synthesize clinical knowledge and evidence-based practices to manage complex psychiatric and co-occurring conditions across diverse patient populations. - Evaluate patient progress and treatment effectiveness through critical analysis of assessment data, therapeutic outcomes, and ongoing medication management, adjusting interventions as needed - Design collaborative care strategies by incorporating interprofessional consultation, ethical decision-making, and patient-centered approaches to enhance mental health outcomes across the lifespan. - Demonstrate advanced leadership and therapeutic communication skills when managing care coordination, interventions, and patient education in clinical environments.	- Practice and improve history taking and mental status examination skills - Present patient cases to the preceptor in a concise, systematic, and efficient manner. - Utilize evidence-based practice and current guidelines to develop a plan of care. - Develop differential diagnoses where appropriate and justify the working/primary diagnosis. - Document care plan in the school EMR system- Medatrax - Students have time to evaluate and even practice in clinic EMR system with preceptor support/approval - After completing individualized orientation, each student from supportive to independently assess at least 4 patients per clinical day with preceptor support and approval, and document at least Level 3-4 patient interactions in Medatrax for a minimum of 2 patients by semester's end.	240 clinical hours ~ 16 direct clinical hours/15 weeks (This may be accomplished as agreed by the clinical preceptor and student)



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NUR 693 (Fall) Last PMHNP Clinical Rotation			
Course Info	Student Learning Objectives	Goals for Clinical	Required Clinical Hours
• This is the PMHNP students' last course in the program • Students have completed NUR 677, 676, 678, 679, 691 and 690 which cover Psychopharmacology, Diagnostics and Assessment, Therapy Modalities, Complex Care of patients and Caring for Special Populations • Students have completed two clinical courses prior. • Clinical sites may include: ○ Inpatient Hospital ○ Outpatient Clinic ○ Behavioral Health Urgent Care ○ Student Health Centers ○ Long-Term Care	1. Utilize comprehensive assessment and diagnostic skills in evaluating mental health symptoms, psychosocial factors, and the patient's overall well-being. 2. Create holistic plans of care that address the unique needs of patients and families, incorporating evidence-based therapeutic practices. 3. Evaluate care strategies to improve patient outcomes, ensuring safety and effectiveness. 4. Integrate previous knowledge to demonstrate readiness for independent, ethical, and collaborative practice as a PMHNP. 5. Establish consultative relationships within interdisciplinary teams to promote comprehensive mental health care.	1. Complete assessment of HPI, family/social/ past medical history, and social determinants of health 2. Appropriate physical assessment 3. Differential diagnosis. Applying diagnostic reasoning to rule in or out a diagnosis 4. Based on the diagnostic reasoning, order the appropriate labs/procedures 5. Select an appropriate treatment plan 6. Deliver appropriate patient education 7. Formulate a follow-up plan 8. Identify an appropriate health maintenance and health promotion plan 9. After completing individualized orientation, each student from support to independently assess at least 5 patients per clinical day with preceptor support and approval, and document Level 5 patient interactions in Medatrax for a minimum of 2 patients by semester's end.	240 clinical hours ~ 16 direct clinical hours/15 weeks (This may be accomplished as agreed by the clinical preceptor and student)