

UCLA

School of Nursing



Adult Gerontology Acute Care Graduate Program Preceptor Handbook

UCLA School of Nursing
2024-2025

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Dear Preceptor,

Thank you for agreeing to precept an Adult/Gerontology Acute Care student from the UCLA School of Nursing's Advanced Practice Registered Nurse (APRN)d Program. Our faculty appreciates your interest in being an integral part in the education of our future graduates. Your help is essential to provide a quality educational experience for our students and your participation is greatly appreciated.

The purpose of this handbook is to provide you with information about our Adult/Gerontology Acute Care program at the UCLA School of Nursing and provide you guidelines for the preceptor's role including teaching, supervising, and evaluating students.

We hope the information contained in this handbook will assist you in your preceptor role. If you have any questions or suggestions, please do not hesitate to contact the clinical faculty, or program director.

We appreciate your participation in this educational experience and are looking forward to working with you in the next school year.

Sincerely,

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Program Director, Advanced Practice Program

Adjunct Assistant Professor

UCLA School of Nursing

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UCLA School of Nursing's Mission Statement

The mission of the UCLA School of Nursing is to improve the health, wellness, quality of life and nursing care of people of California, the nation, and the world through education, research, nursing care, and community engagement.

UCLA Advanced Practice Learning Outcomes

After completing the MSN-APRN Master's Degree within an area of advanced practice, the graduates would achieve the following objectives:

1. Integrate evidence-based principles and strategies to design and deliver safe, effective health care, and health promotion/prevention education, for diverse individuals, families, and communities in all practice settings.
2. Provide primary, secondary and tertiary health care by assuming responsibility and accountability for the continuity of health care, regardless of the presence or absence of disease, consistent with the population-specific training of the selected APRN program.
3. Demonstrate effective communication, collaboration, mutual respect, and shared decision making with all stakeholders to achieve quality patient-centered outcomes.
4. Synthesize existing nursing science and integrate into advanced nursing practice.
5. Translate and integrate best current evidence with clinical expertise and patient/family values and preferences for optimal health care outcomes.
6. Demonstrate leadership and advocacy to promote policies, regulations and initiatives supporting healthy communities and patient safety across diverse populations.
7. Implement strategies to address ethical dilemmas and evaluate outcomes in individual patients, populations, and systems of care that are based on laws, principles of ethics, and shared decision-making.
8. Demonstrate effective participation in a culture of inter-professional collaboration that promotes innovation, team building, conflict resolution, incorporation of values and ethics, understanding of roles and responsibilities, and analysis of impact of diversity in patient centered care.
9. Analyze and evaluate outcomes data by using technologies and information systems to manage knowledge, mitigate error, and support clinical decision-making in all practice settings.
10. Demonstrate professional engagement to improve access of all patients to quality advanced nursing care through involvement in professional organizations at the local, state, and national level.

Overview of the Adult/Gerontology – Acute Care Program:

The Adult/Gerontology – Acute Care Advanced Practice Registered Nurse is educated at the Master's level with expertise in the care of the adult/gerontology population with high intensity nursing and medical needs, including acute, critical, and complex chronic health conditions. The population of interest is adults, from late adolescence through senescence, who have acute, critical and complex chronic health needs. The age and patient status, not the location of the patient, is key; students may care for patients in a variety of settings, including the patient's home, outpatient clinics, medical/surgical wards, critical care units, or emergency/urgent care units.

Nurse Practitioner Role and Preparation

Acute Care Nurse Practitioners provide advanced nursing care across the continuum of healthcare services to meet the specialized physiological and psychological needs of adult/gerontology patients with acute, critical, and complex chronic health conditions. They perform comprehensive health assessments, order and interpret the full spectrum of diagnostic tests and procedures, use differential diagnosis to reach a medical diagnosis, construct and order a plan of care, and evaluate the outcomes of interventions for patients.

Clinical Nurse Specialist Role and Preparation

Adult/Gerontology-Acute Care Clinical Nurse Specialists intervene in the individual patient/family sphere, a nurses-nursing practice sphere, and the organizations-systems sphere to influence patient outcomes. Their activities span 8 dimensions of care: clinical judgment, clinical inquiry, facilitation of learning, collaboration, systems thinking, advocacy/moral agency, caring practices, and response to diversity. Clinical Nurse Specialists perform comprehensive health assessments, interpret diagnostic tests and procedures within their areas of expertise, provide evidence-based interventions and expert consultation to other health care providers. Clinical Nurse Specialists support organizational goals, develop programs, utilize and develop best practice models, design and implement system changes, and evaluate and apply research to clinical practice. Clinical Nurse Specialists provide formal and informal multidisciplinary education, and provide leadership, mentoring and guidance to staff nurses.

Adult-Gerontology Acute Care Learning Outcomes

The goal of the UCLA School of Nursing Adult/Gerontology-Acute Care program is to prepare nurses to assume an advanced practice role in the care of adult/gerontology patients with acute illnesses or with exacerbations of chronic illness and with high-intensity nursing and medical needs. While all students are expected to gain proficiency with care of adult/gerontology patients in acute care general medicine settings, students may also select an area of focus within the adult/gerontology population. Students specializing in oncology may select from a variety of oncology settings.

Types of Care provided by the Advanced Practice Registered Nurse:

- Continuous and comprehensive care in a variety of inpatient and outpatient settings
- Episodic care for acute and critically ill patients
- Management of chronic conditions or terminal illness
- Management of long-term care or sub-acute/rehabilitation patients
- Monitoring and case management of medical and cardiac diseases
- Multidisciplinary and comprehensive care

Key elements of the Acute Care Nurse Practitioner include:

- advanced clinical expertise
- development of differential diagnoses
- use of medical diagnostic reasoning to formulate the plan of care
- order and prescription of pharmacologic and other therapeutic therapy
- planning and management of patient care across the acute care continuum
- utilization and performance of invasive and non-invasive interventions
- evidence-based and research-based clinical practice
- advocacy or patient agency
- clinical leadership
- promotion of health

Key elements of the Acute Care Clinical Nurse Specialist include:

- advanced clinical expertise
- comprehensive, holistic wellness and illness assessment
- design, implementation, and evaluation of innovative individual, aggregate, and/or population-based programs of care
- identification and measurement of nurse-sensitive patient outcomes
- multidisciplinary collaboration
- diagnosis of systems-level problems and development and evaluation of systems-level change strategies
- evidence-based practice at the patient, nursing, and systems level
- patient and nursing advocacy
- clinical and professional leadership

Adult-Gerontology Acute Care Program Curriculum:

The two-year program (3 quarters per year) consists of theory and clinical courses designed to prepare Adult/Gerontology – Acute Care Advanced Practice Registered Nurses to work in a collaborative practice setting. Courses meet the criteria designated by state and national accreditation bodies and professional organizations including the California Board of Registered Nursing, American Association of Colleges of Nursing, and National Organization of Nurse Practitioner Faculty. Dual NP/CNS students also take an intensive clinical course during the Summer Session between the first and second years of study.

Nursing Core Courses:

N200 Biobehavioral Foundations of Health Assessment
N204 Research
N224 Pharmacology for Advanced Practice Nurses
N229ABC Systems-Based Health Care 1, 2, and 3
N231 Pathophysiology for Advanced Practice Nurses

Adult/Gero Acute Care Courses:

N214AB Seminar for Advanced Concepts in Oncology I and II (required for Oncology)
N414AB Adult/Gero Acute Care Oncology NP I and II (required for Oncology)
N216ABC Adult/Gero Concepts for Advanced Practice Registered Nurses in Acute Care I, II, III

Clinical Lab and Practica Courses:

N416ABCDE Adult/Gero Acute Care Nurse Practitioners I through V
N440 Advanced Assessment and Clinical Diagnosis Practicum
N444 Adult/Gero Advanced Assessment and Clinical Diagnosis Practicum II

Clinical Nurse Specialist Courses:

N220 Theories of Instruction and Learning in Nursing
N245 Theoretical Foundations of CNS Practice
N269 Quality Improvement and Population-Based Quality of Practice
N445 Advanced practice Nursing Residency: CNS

Theory Elective(s): 4 units required

Clinical Elective(s) – optional additional clinical hours by arrangement with individual faculty

Clinical Elective: N450 optional additional clinical hours by arrangement with individual faculty during summer months.

Comprehensive Examination -completed during the last academic quarter

Role of the Preceptor

1. Orient the student to the facility or office. This may include introduction to important personnel or policies, procedures and protocol that the student will need to be familiar with during the rotation.
2. Collaborate with the student to develop learning experiences and specific objectives for the quarter. They must be realistic and measurable within the particular site.
3. Assist in the selection of appropriate patients for the student to follow.
4. Supervise, collaborate and counsel the student regarding the differential diagnosis, management and therapeutic plan of particular health problems.
5. Observe the student's clinical performance and patient interaction periodically and provide ongoing constructive feedback to enhance critical thinking and deductive reasoning.
6. Review and critique the student's documentation on the patient health records and countersign.
7. Provide student with ongoing evaluation of clinical performance and of learning experience.
8. Communicate with assigned UCLA faculty regarding student progress and/or problems regularly.

Progress Expectation in each quarter:

The curriculum includes two quarters of laboratory work in which students learn to collect objective and subjective data, develop differential diagnoses, review focused physical exams, evaluate laboratory and clinical data to reach a final diagnosis and focus on diagnostic or therapeutic procedures and related indications, complications, and follow-up care in laboratory setting. There are five quarters of clinical work and a summer session for the Clinical Nurse Specialist Residency. Clinical practica begin in the Winter quarter of the first year. The first three clinical courses are accompanied by a theory course, in which diagnosis and nursing/medical management of common disorders is studied.

Clinical Hours

Course	Placement for Curriculum	Clinical Hours/ Days per Week	Total CNS Hours (445)	Total NP Hours (416)	Total Dual Hours (416/445)
416A/445	1 st Year (Winter)	8 hours / 1 day beginning 5 th week	40	40	40
416B/445	1 st Year (Spring)	16 hours / 2 days CNS 10 hours	100	160	160
445	Summer Session	40.8 hours	-----	-----	490
416C/445	2 nd Year (Fall)	16 hours / 2 days	160	160	160
416D/445	2 nd Year (Winter)	16 hours / 2 days CNS 24 hrs /3 days	220	160	160
416E/445	2 nd Year (Spring)	24 hours / 3 days	220	220	160
Total Clinical Hours			740	740	1,170

**** In addition to the clinical hours, each course will have additional clinical conference hours***

Expectations of Student for Clinical Practicum Experience

416A – First Practicum Course – Beginning Skills & Competencies

- Application of advanced assessment to clients with multiple comorbidities
- Symptom analysis
- Problem-oriented documentation
- Clinical problem identification and differential diagnosis
- Community/population assessment
- Client-focused assessment, including health risks and disease screening
- Systematic review of evidence-based studies applicable to the client's primary problem
- Ethical conduct and self-evaluation

416B – Second Practicum Course – Beginning/Intermediate Skills & Competencies

- Continued development and refinement of 416A skills / competencies
- Advanced clinical reasoning
- Selective application of evidenced-based practice
- Health promotion
- Facilitate and plan for client's self-care
- Anticipatory guidance, teaching-learning
- Problem formulation and diagnosis
- Prescribe drug therapy
- Implement non-pharmacologic therapy
- Evaluate and modify treatment based on client's response

445 – Summer Session – Clinical Nurse Specialist Residency

- Comprehensive assessment, differential diagnosis, and interventions to treat or prevent illness
- Utilization of evidence to develop, teach, guide and implement best practices, professional standards, and organizational policies
- Ability to formulate and logically convey ideas while being sensitive to the needs, feelings, and cultural views of others
- Exploration of innovations to improve patient care
- Development, implementation, and evaluation of educational programs that target the needs of patients/clients, nurses, and the organization
- Implementation of changes that incorporates evidence-based practice utilizing a collaborative approach with other professions and the organization to improve safety, quality and cost-effectiveness

Expectations of Student for Clinical Practicum Experience

416C – Third Practicum Course – Intermediate Skills & Competencies

- Continued development and refinement of 416 A & B skills / competencies
- Advanced clinical reasoning
- Selective application of evidence-based practice, critical thinking and research
- Health promotion
- Facilitate and plan for client self-care
- Anticipatory guidance, teaching-learning
- Problem formulation and diagnosis
- Prescribe drug therapy
- Implement non-pharmacologic therapy
- Evaluate and modify treatment based on clinical response

416D – Fourth Practicum Course – Intermediate-Advanced Skills / Competencies

- Continued development and refinement of 416 A, B, & C skills and competencies
- Advanced clinical reasoning
- Selective application of practice research and theory
- Health promotion
- Facilitation and planning for client self-care
- Anticipatory guidance, teaching-learning
- Problem formulation, diagnosis, and evaluation
- Prescription of appropriate drug therapy
- Implementation of appropriate non-pharmacologic therapy
- Evaluation and modification of treatment based on client response

416E – Final practicum Course – Advanced Level Skills and Competencies

- Continued development and refinement of 416 A, B, C, & D skills and competencies
- Advanced clinical reasoning
- Systems assessment
- Interpretation and communication of complex patient/family needs
- Evaluation of specific patient care practices using research-based evidence
- Development, implementation and evaluation of individual patient/family care
- Development, implementation and evaluation of individual patient/family educational programs
- Initiation of collaborative relationships

Appendix

The American Association of Colleges of Nursing (AACN) Essentials

- **Domain 1: Knowledge of Nursing Practice**

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

- **Domain 2: Person-Centered Care**

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides practice regardless of specialty or functional area.

- **Domain 3: Population Health**

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes (Kindig & Stoddard, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

- **Domain 4: Scholarship for the Nursing Discipline**

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health Care (AACN, 2021).

- **Domain 5: Quality and Safety**

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

- **Domain 6: Interprofessional Partnerships**

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- **Domain 7: Systems-Based Practice**

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

- **Domain 8: Informatics and Healthcare Technologies**

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

- **Domain 9: Professionalism**

Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

- **Domain 10: Personal, Professional, and Leadership Development**

Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.

**UCLA School of Nursing
 Clinical Performance Evaluation for UCLA Adult/Gero Acute Care students
 N416A**

Student Name _____ Clinical Facility _____

Date _____ Evaluator's Name _____

Quarter/Year _____ Evaluator's _____ Signature _____

Grading Criteria:

NAO – The student did not have the opportunity to perform the skill.

1. Needs improvement: The student is not progressing as expected with minimal progression and/or competence, requires intense guidance.
2. Average: The student performs satisfactorily with considerable guidance and marginal to minimal progression and/or competence.
3. Above Average: The student practices fairly with moderate to minimal supervision, has basic competencies, and is safe with minimal guidance.

NP Skill Development Assessment Criteria	NAO	1	2	3
A. Clinical Skills				
1. Establishes a trusting relationship with clients during the Client-NP student encounter.				
2. Able to collect a complete and comprehensive history of general health status, previous health status and current health problems.				
3. Obtains a complete and comprehensive history of family health, self-care, occupational and social practices, psychosocial status, coping behaviors and cultural/ethnic beliefs.				
4. Skillfully applies pertinent physical assessment techniques for each system and able to differentiate between normal and abnormal findings from physical examination.				
B. Clinical Reasoning, Problem Solving				
5. Performs common screenings and orders appropriate diagnostic tests as appropriate with attention to cost, effective result outcome and patient's age and correctly interprets the pertinent lab data for differential diagnoses.				
6. Begins to correctly analyze and interpret assessment findings in developing differential diagnoses and formulating a diagnosis.				
7. Begins to list diagnoses and ongoing diagnoses and formulate and/or update a problem list.				
8. Able to reconcile client's current medications.				
9. Begins to apply research findings and updated evidence-based guidelines when providing nonpharmacological and pharmacological treatment plans based on diagnoses across the lifespan.				

NP Skill Development Assessment Criteria	NAO	1	2	3
C. Organization and Time Management Skills				
10. Recognizes client’s cultural and ethical issues and interacts with patients in culturally sensitive ways throughout the NP-Client encounters from interviews, physical examination, treatment plans and client education.				
11. Recognizes at risk population from recent research updates and applies screening assessments, prevention and intervention treatment on timely basis.				
12. Documentation is logical, sequential, clear, and concise, which would include pertinent information to correctly describe the client and his/her status and situation.				
13. Applies ongoing self-evaluation to own clinical performance, clinical practice knowledge and problem-solving skills.				
D. Communication and Interaction with Patients				
14. Communicates the client’s health status using appropriate terminology to clinicians in giving reports, clients and their caregivers in providing education and interdisciplinary team members in updating on the client’s condition.				
15. Consults and seeks assistance from preceptor in a timely, safe and professional manner.				
16. Listens to client and family/caregivers’ concerns and answers their questions in a way they can understand in calm manner and creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.				
17. Presents own accountability with timeliness, respectfulness, professionalism, appropriate self-presentation and mannerism.				
STUDENT STRENGTHS	AREAS FOR DEVELOPMENT/IMPROVEMENT			

N416B

Student Name _____ Clinical Facility _____

Date _____ Evaluator's Name _____

Quarter/Year _____ Evaluator's Signature _____

Grading Criteria:

NAO – The student did not have the opportunity to perform the skill.

1. Needs improvement: The student is not progressing as expected with minimal progression and/or competence, requires intense guidance.
2. Average: The student performs satisfactorily with considerable guidance and marginal to minimal progression and/or competence.
3. Above Average: The student practices fairly with moderate to minimal supervision, has basic competencies, and is safe with minimal guidance.

NP Skill Development Assessment Criteria	NAO	1	2	3
E. Clinical Skills				
1. Establishes a trusting relationship with clients during the Client-NP student encounter.				
2. Able to collect a complete and comprehensive history of general health status, previous health status and current health problems.				
3. Obtains a complete and comprehensive history of family health, self-care, occupational and social practices, psychosocial status, coping behaviors and cultural/ethnic beliefs.				
4. Skillfully applies pertinent physical assessment techniques for each system and able to differentiate between normal and abnormal findings from physical examination.				
F. Clinical Reasoning, Problem Solving and Management Skills				
5. Performs common screenings and orders appropriate diagnostic tests as appropriate with attention to cost, effective result outcome and patient's age and correctly interprets the pertinent lab data for differential diagnoses.				
6. Begins to correctly analyze and interpret assessment findings in developing differential diagnoses and formulating a diagnosis.				
7. Begins to list diagnoses and ongoing diagnoses and formulate and/or update a problem list.				
8. Able to reconcile client's current medications including identifying indication for use.				
9. Begins to apply research findings and updated evidence-based guidelines when providing nonpharmacological and pharmacological treatment plans based on diagnoses across the lifespan.				

NP Skill Development Assessment Criteria	NAO	1	2	3
G. Organization and Time Management Skills				
10. Recognizes client’s cultural and ethical issues and interacts with patients in culturally sensitive ways throughout the NP-Client encounters from interviews, physical examination, treatment plans and client education.				
11. Recognizes at risk population from recent research updates and applies screening assessments, prevention and intervention treatment on timely basis.				
12. Documentation is logical, sequential, clear, and concise, which would include pertinent information to correctly describe the client and his/her status and situation.				
13. Applies ongoing self-evaluation to own clinical performance, clinical practice knowledge and problem-solving skills.				
H. Communication and Interaction with Patients				
14. Communicates the client’s health status using appropriate terminology to clinicians in giving reports, clients and their caregivers in providing education and interdisciplinary team members in updating on the client’s condition.				
15. Makes appropriate referrals to interdisciplinary team and specialist consultant members and enhances cooperation with respectful communication.				
16. Consults and seeks assistance from preceptor in a timely, safe and professional manner.				
17. Listens to client and family/caregivers’ concerns and answers their questions in a way they can understand in calm manner and creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.				
18. Presents own accountability with timeliness, respectfulness, professionalism, appropriate self-presentation and mannerism.				
STUDENT STRENGTHS	AREAS FOR DEVELOPMENT/IMPROVEMENT			

N416C - N416D - N416E

Student Name _____ Clinical Facility _____

Date _____ Evaluator's Name _____

Quarter/Year _____ Evaluator's Signature _____

Grading Criteria:

NAO – The student did not have the opportunity to perform the skill.

1. Needs improvement: The student is not progressing as expected with minimal progression and/or competence, requires intense guidance.
2. Average: The student performs satisfactorily with considerable guidance and marginal to minimal progression and/or competence.
3. Above Average: The student practices fairly with moderate to minimal supervision, has basic competencies, and is safe with minimal guidance.
4. Good: The student is able to perform with more self-direction with safe practice with minimal supervision.
5. Excellent: The student is able to demonstrate progressive independence with minimal guidance, is competent and excels in most skills.

NP Skill Development Assessment Criteria	N	A	O	1	2	3	4	5
I. Clinical Skills								
1. Establishes a trusting relationship with clients during the Client-NP student encounter.								
2. Able to collect a complete and comprehensive history of general health status, previous health status and current health problems.								
3. Obtains a complete and comprehensive history of family health, self-care, occupational and social practices, psychosocial status, coping behaviors and cultural/ethnic beliefs.								
4. Skillfully applies pertinent physical assessment techniques for each system and able to differentiate between normal and abnormal findings from physical examination.								
J. Clinical Reasoning, Problem Solving and Management Skills								
5. Performs common screenings and orders appropriate diagnostic tests as appropriate with attention to cost, effective result outcome and patient's age and correctly interprets the pertinent lab data for differential diagnoses.								
6. Analyzes correctly and interpret assessment findings in developing differential diagnoses and formulating a diagnosis.								
7. Able to list diagnoses and ongoing diagnoses and formulate and/or update a problem list.								
8. Able to navigate client's ongoing diagnosis with a new diagnosis and its treatment planning in safe manner.								
9. Able to reconcile client's current medications and to safely furnish medications.								

NP Skill Development Assessment Criteria	N A O	1	2	3	4	5
10. Applies research findings and updated evidence-based guidelines when providing nonpharmacological and pharmacological treatment plans based on diagnoses across the lifespan.						
11. Incorporates the patient’s cultural and spiritual preferences, values and beliefs in treatment plans and involves the client and family/caregivers in planning individualized treatment care plans, follow up plans and provision of appropriate resources from the community.						
K. Organization and Time Management Skills						
12. Recognizes client’s cultural and ethical issues and interacts with patients in culturally sensitive ways throughout the NP-Client encounters from interviews, physical examination, treatment plans and client education.						
13. Recognizes at risk population from recent research updates and applies screening assessments, prevention and intervention treatment on timely basis.						
14. Able to write SOAP documents which are logical, sequential, clear, and concise, which would include pertinent information to correctly describe the client and his/her status and situation.						
15. Applies ongoing self-evaluation to own clinical performance, clinical practice knowledge and problem-solving skills.						
L. Communication and Interaction with Patients						
16. Communicates the client’s health status using appropriate terminology to clinicians in giving reports, clients and their caregivers in providing education and interdisciplinary team members in updating on the client’s condition.						
17. Makes appropriate referrals to interdisciplinary team and specialist consultant members and enhances cooperation with respectful communication.						
18. Consults and seeks assistance from preceptor in a timely, safe and professional manner.						
19. Listens to client and family/caregivers’ concerns and answers their questions in a way they can understand in calm manner and creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.						
20. Presents own accountability with timeliness, respectfulness, professionalism, appropriate self-presentation and mannerism.						
STUDENT STRENGTHS	AREAS FOR DEVELOPMENT/IMPROVEMENT					



UCLA SCHOOL OF NURSING
ADULT GERO ACUTE CARE ADVANCED PRACTICE NURSING
N445 CLINICAL NURSE SPECIALIST (CNS) PRACTICUUM

CLINICAL PERFORMANCE EVALUATION OF THE STUDENT

Student: _____

Quarter/year: Summer Session A & C, 2020 Course: N445

Preceptor: _____

Clinical site: _____

PLEASE RETURN THIS FORM TO: _____ EMAIL: _____

To Clinical Preceptor:

In order to finalize a clinical grade, the faculty at the School of Nursing must have a report from you on the progress that the clinical nurse specialist student has made in your clinical setting. This report form is designed to provide input in which we are expecting our students to show growth and development.

Further definition of evaluation terms used in this form:

Not observed: The skill or competency was not observed during this clinical rotation i.e., the opportunity did not arise

Unsafe/Unsatisfactory: The student consistently failed to demonstrate minimal safety or appropriate growth in this competency.

Progressing slowly: The student's growth and development in mastering this skill has been slow and does not consistently attain the level expected of a beginning CNS student. Close supervision and mentoring were required to maintain safe patient care.

Progressing satisfactorily: The student demonstrated progressive, consistent growth and development in mastering this skill /competency. Required supervision was appropriate for any student who is learning the CNS role.

Progressing excellently: The student either demonstrated solid, steady growth and development in mastering this skill/competency or entered this clinical rotation already able to perform this skill /competency safely and reliably. Minimal supervision required. Mastery of this skill is evident.

Comments: Use this area to include any comments you may have for improvement or other observations of the student.

PROGRESS REPORT

NOTE: Students are expected to maintain a “satisfactory” level for all categories

Skill / Competency	Not Observed	Unsafe/ Unsatisfactory	Progressing Slowly	Progressing Satisfactorily	Progressing Excellently	Comments
ASSESSMENT:						
Clinical assessment of patients and families (including physiologic, psychosocial, and educative needs)						
Assessment of staff educational and supportive needs						
Assessment of organizational systems and systems-related problems						
Assessment and evaluation of patient-care practices using research-based evidence						
PLANNING AND INTERVENTION:						
Clinical decision-making and reasoning (development, implementation and evaluation of individual patient/family care)						
Development, implementation and evaluation of educational programs (for patient, families or staff)						
COMMUNICATION:						
Communicates in timely manner with preceptor re: individual patient care issues and unit/systems activities						
Describes personal learning needs & objectives in measurable terms.						

Communicates effectively (with other health care team members and with patients and families)						
Initiates and maintains collaborative relationships with patients, families, and other members of the multidisciplinary health care team						
PROFESSIONALISM:						
Demonstrates preparation for the clinical assignment e.g. answers questions based on independent reading of references						
Demonstrates appropriate initiative e.g. seeks out learning experiences						
Demonstrates accountability & responsibility with preceptor, patients, health care team, & supervising faculty, for example: <ul style="list-style-type: none"> - Works with healthcare team, preceptor & faculty in collaborative, productive manner; - Reliable to follow up on delegated assignment from preceptor; - Adheres to agreed-upon schedule at clinical site, with minimal tardiness - Controls own anxiety maturely 						

OVERALL COMMENTS (optional):

Signature of preceptor: _____ Date: _____

Reviewed by supervising School of Nursing faculty: _____
Name/title Date