

GUIDELINES FOR PRECEPTING PMH STUDENTS

Introduction to the Department of Nursing

The Department of Nursing at Gonzaga University, an integral part of the School of Health Sciences, offers programs designed to meet the needs of undergraduate and graduate students who are seeking to expand their knowledge of nursing and to ensure that their nursing practice is based on the best available evidence.

Programs offered by the Department of Nursing are grounded in the Jesuit traditions of social justice, care and compassion, commitment to excellence, finding God in all things, and service to others, as well as in the Ignatian principle of tailoring education to time, place, and person. The Department welcomes students from diverse cultural, spiritual, and experiential backgrounds; values the contributions of diverse learners; and believes the educational experience is enriched by this diversity. Graduates are educationally and experientially prepared to practice in an increasingly complex healthcare system and to provide leadership to advance the profession of nursing.

Vision

The vision of the Department of Nursing is to shape the future of healthcare by transforming nurses and nursing.

Mission

The Department of Nursing shapes the future of health care by providing undergraduate and graduate students with a nursing education that is rigorous, innovative, relevant, and grounded in Jesuit and nursing values. We prepare nurses to practice in today's complex health care environment and to provide leadership in the service of others.

Philosophy

The faculty of the Department of Nursing believes that a liberal education is essential to the preparation of professional nurses. The faculty also believes that accessible and flexible nursing programs are necessary to improve individual, family, community, and societal health, and to increase quality and accessibility of health and nursing care services. The Department's programs and program delivery methods are specifically designed to address the needs of underserved populations: registered nurses with unmet educational needs and consumers/communities with unmet health care needs.

Graduate Program Outcomes

Graduates of Gonzaga's PMHNP program will be prepared to:

- Utilize best evidence as a basis for decision-making in their advanced nursing role.
- Demonstrate a commitment to ethical principles in decision-making and practice.

- Demonstrate leadership and advocacy in their advanced nursing role.
- Demonstrate and promote safe and effective practice in their advanced nursing role.
- Demonstrate effective communication and interprofessional collaboration.

Dear PMHNP Preceptor and/or Clinical Agency Representative,

I would like to thank you for your willingness to serve as a preceptor for one of our graduate students, who is in the Psychiatric Mental Health Nurse Practitioner (PMHNP) program at Gonzaga University. Preceptor modeling of expert clinical interviewing, therapeutic relationships, critical thinking and clinical decision-making is a highly valued element of the students' experiential learning. Students are asked to recommend preceptors they believe can serve as a positive role model and facilitate their clinical growth. The student submits a Practicum Site Placement Request for approval and an affiliation agreement is completed prior to beginning any practicum experiences. The PMHNP faculty reviews each preceptor/clinical site submitted in the student clinical site request and gives the final approval.

For additional information, preceptor guidelines, resources and support, please access the following link for Department of Nursing's [Preceptor Portal](#).

Practicum Proposal Process

The PMHNP practicum experiences are arranged by the student or by clinical placement staff at approved sites in the state in which the student is licensed to practice. Oversight of the PMHNP practicum site approval rests with the faculty; practicum experience is the responsibility of the clinical faculty and the course instructor. Students may not complete PMHNP practicum hours in their own specific RN practice setting; they may complete hours within the greater organization.

Student Expectations

All PMHNP students are expected to complete a minimum of 660 practicum hours. Practicum hours are to build on the student's didactic knowledge and prior clinical experiences. PMHNP practicum hours are accumulated when the student is completing work related to assessment, differential diagnoses, creating a plan of care and/or implementing psychopharmacology and psychotherapy treatments. Also included are patient presentation and documentation of the patient visit in the EHR/chart. The student will:

- Meet with the preceptor/mentor before the beginning of the clinical experience to review learning goals, week-by-week objectives, expectations, and any site-specific requirements.
- Contact the preceptor/mentor to confirm the schedule approximately two weeks in advance.
- Meet weekly with preceptor/mentor to review written objectives, discuss

- pertinent case, review documentation, and to request feedback about performance. Coordinate the 3 Points of Contact and the in-person site visit with clinical faculty, preceptor, and student.
- Submit assignments by the deadlines noted in the course syllabus.
 - Upon completion of your clinical experiences, submit a self-evaluation and completed Typhon log into the Canvas drop box.

Course Faculty are responsible for:

- Monitoring for readiness to start practicum (Castlebranch, etc)
- Being available for consultation with the preceptor if Clinical Faculty are unavailable.
- Working with the clinical faculty and student, individually or as a group, if challenges arise.
- Communicating student didactic or clinical challenges with the clinical faculty to focus assessment and strengthen competency work, as needed.
- Faculty assign the over-all student practicum grade. The grade represents, at minimum, a combination of the clinical visit (virtual or in-person), the # 3 points of contact, student Comprehensive Psychiatric Evaluations, Process Notes and OSCE.

The Clinical Faculty are responsible for:

- Synchronous 3 points of contact between preceptor, student and clinical faculty
- In-person Clinical site visit, observing the student with patients.
- Virtual Clinical site visit, observing the student with patients via telehealth system.
- Assessing and grading Comprehensive Psychiatric Evaluations and Process Notes with feedback to the student and the course faculty
- Communication of preceptor or student challenges with course faculty

The Preceptor's work involves:

- Working with the student providing substantive feedback regarding student practice r/t presentation of patient, assessment, differential diagnoses and diagnostic criteria, clinical formulation, plan of care, psychopharmacology and psychotherapy treatments, and documentation.
- Modeling professional behavior and interprofessional collaboration.
- Working with the student and clinical faculty in the coordination and scheduling of the three points of synchronous contact.
- Notify the clinical faculty member or course faculty if there are any concerns regarding student progress, safe practice, or professionalism.
- Completing the on-line student evaluation

Students will be at various levels of experience in their advanced practice learning. It is expected that students will initially need more guidance and supervision with continued progress toward independence. Frequent feedback, clear communication, and clear expectations contribute to fostering a trusted relationship and positive experience for all. Please be specific in giving the student feedback about strengths as well as areas in which he or she needs to make improvements.

Students are required to obtain feedback from each preceptor/mentor with whom they work through an online student evaluation form. Gonzaga University faculty review your evaluation to learn about the level of student performance in the clinical rotation, to monitor standards of performance and to ensure that every student who graduates from GU's PMHNP program will be able to perform safely as an entry level nurse practitioner.

Practicum Hours Log

The student will log hours indicating the amount of time spent in practicum and in practicum learning activities or experiences. If you have any questions about the hours, it is important to discuss these with the student, so you are aware of how many hours he or she is expected to complete each semester. If you are not able to resolve your questions directly with the student, please contact the clinical faculty directly after letting the student know that you plan to do so.

Faculty Contact

If at any time during the semester, you want to discuss a student's performance, please contact the clinical faculty during the three points of contact, or when needed. The clinical faculty may refer your concerns to the course faculty, or suggest that the course faculty join the conversation.

Again, thank you so much for your willingness to serve as a preceptor. Your work is instrumental in raising the next generation of PMHNPs. You are truly valued and appreciated.

Best regards,

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STUDENT EVALUATION

Students are required to obtain feedback from each preceptor with whom they work. Please record your evaluation and review it with the student. Gonzaga University faculty review your evaluation to learn about the level of student performance in clinical rotations, to monitor the standards of performance and to ensure that every student who graduates from GU's Nurse Practitioner programs will be able to perform safely, as an entry level nurse practitioner. Please access the evaluation forms through the link below:

[PMHNP Student Evaluation](#)

OVERVIEW OF PROGRAM

The Psychiatric Mental Health Nurses Practitioner (PMH-NP) program prepares students to practice as defined by the American Nurses Association, American Psychiatric Nurses Association, The National Organization of Nurse Practitioner Faculty and the International Society of Psychiatric Nurses. Our students are educated to promote optimal mental health and well-being and prevention of mental illness and treat those with a range of issues across the life-span.

The clinical practice focuses on persons with diagnosed psychiatric disorders and individuals, families, or populations at risk for mental health disabilities. They are being prepared to provide the full range of services that comprise primary mental health care in diverse settings with a variety of clients/patients, provide clinical and professional leadership, and facilitate system improvements. Their activities include various forms of psychotherapy, psychopharmacologic interventions, complementary interventions, and expanded advocacy activities.

Clinical Course Expectations

The program requires that students complete 600 clock hours of clinical practice distributed over a minimum of three semesters. Each semester, students work with one or more preceptors who are qualified mental health professions (e.g. advanced practice nurses, psychiatrists, psychologists, social workers, licensed therapists) and who oversee the students' performance in the clinical setting. Throughout the semester, students are expected to integrate and apply the concepts from the corresponding theory courses as well as prior courses into their clinical interactions. Active engagement in clinical activities is expected. At the completion of the experience or the conclusion of each semester, preceptors' complete evaluations of the learners' performance using the forms provided. Substantial attention is paid to those evaluations and they become part of the clinical record.

Clinical Faculty will select the times and sites they will visit. The student is required to have a site visit from a clinical faculty each semester. The Clinical Faculty will make appointments with the preceptor to have a phone conference with the student present to discuss the students' progress on the semester.

Students are expected to demonstrate mastery of required content, progression in autonomy, and increasing clinical competence throughout the semester and program. Progress in the clinical setting is evaluated in several ways: preceptor evaluations; student self-evaluation and reflections; and University Clinical Faculty evaluations of OSCE's and data gained through the site visits, clinical conference participation, journals and process notes, and clinical log summaries which are submitted by the students during the semester.

COURSE DESCRIPTIONS

NURS 652M (didactic course)

The students will be introduced to the role of the psychiatric nurse practitioner. This will include the scope of practice, legal and ethical issues, interpersonal communication and relationship, assessment across the life span, mental status exams, human development, brain and behavior, diagnosis according to DSM 5, and case formulation.

Course Objectives:

Students will be able to:

1. Examine the scope, professional and legal, of practice for the advanced practice roles in psychiatric-mental health nursing.
2. Examine concepts, principles, and clinical approaches to assessment and diagnostic decision-making in advanced practice psychiatric-mental health nursing
3. Analyze therapeutic relationships and interpersonal processes in psychotherapy
4. Analyze theoretical models for psychotherapy including their philosophy bases, goals techniques, strengths, and limitations and their application for individual therapy.
5. Evaluate indications for and selection of appropriate theoretical models and/or techniques for presenting issues in psychotherapy situations with patients/clients of varying ages, considering psychosocial development and adaption, biological and non-disease bases of psychosocial behavior, diagnoses, and desired treatment outcomes
6. Evaluate the recovery model for the treatment of people with mental and emotional illnesses
7. Apply knowledge of neuroanatomy, neurophysiology, pathophysiology, and pharmacology to use as basis for assessing, diagnosing, prescribing and treating mental health issues across the life span.

NURS 661M (clinical course)

The main focus on the first semester is to engage the student in practicing their interviewing skills, assessment, developing a case formulation, assigning accurate diagnosis, and begin to develop a treatment plan. (60-180 hours)

Course Objectives:

Students will be able to:

1. Demonstrate psychiatric assessment, formulate diagnoses, differential diagnoses and selecting the most likely diagnosis using ICD and DSM 5.
2. Develop a personal practice statement synthesizing relevant considerations from personal and professional values, personal style, factors and issues affecting advanced nursing practice, and theory for application in one's personal practice.
3. Analyze self-awareness and facilitate using self therapeutically when engaging in psychotherapy
4. Apply knowledge from the biologic, behavioral, and social and neurosciences to determine appropriate diagnostic strategies, establish accurate diagnoses, and formulate treatment plans using a variety of modalities.
5. Demonstrate elements of Mental Status Exam

NURS 653M (didactic course)

The students will be learning about acute and chronic mental and emotional disorders; including substance related disorders and using trauma informed care as a model of care. An emphasis will be placed on group psychotherapy as an intervention. Further discussions and learning about other psychobiological interventions including the continuation of medication management.

Course Objectives:

Students will be able to:

1. Evaluate the research on trauma and trauma informed care
2. Examine the characteristics of acute and chronic mental illness requiring clinical intervention.
3. Analyze theoretical models for group psychotherapy including their philosophic bases, goals, techniques, strengths, and limitations and their application for group therapy.
4. Examine the commonalities and differences in principles and dynamic of group

5. Compare and differentiate psychiatric based, medically based, and substance induced symptoms
6. Appraise the challenges and implications of co-occurring disorders in planning and implementing treatment strategies
7. Analyze the current evidence and theoretical models for the treatment of people with chronic persistent mental illness
8. Apply knowledge of neuroanatomy, neurophysiology, pathophysiology, and pharmacology to use as basis for assessing, diagnosing, prescribing and treating mental health issues across the life span.

NURS 662M (clinical course)

The focus should continue to be on individual therapy but add in couple, family and other group settings. (60-240 hours)

Course Objectives:

Students will be able to:

1. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care.
2. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
 - a. Employs screening and diagnostic strategies in the development of diagnoses.
 - b. Prescribes medications within scope of practice.
 - c. Manages the health/illness status of patients and families over time.
3. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision- making.
 - a. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
 - b. Creates a climate of patient- centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
 - c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
 - d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

NURS 654M (didactic course):

The student will be learning about child and adolescent and geriatric psychiatric and mental health disorders, and family and couples' therapy. An emphasis will be placed on developing interventions such as psychotherapy, and medications.

Course Objectives:

Students will be able to:

1. Analyze theoretical models for family and couple psychotherapy including their philosophic bases, goals, techniques, strengths, and limitations and their application for group therapy
2. Appraise challenges and implications of co-occurring disorders in families and treatment strategies
3. Apply knowledge of neuroanatomy, neurophysiology, pathophysiology, and pharmacology to use as basis for assessing, diagnosing, prescribing and treating mental health issues in children and adolescents.
4. Apply knowledge of neuroanatomy, neurophysiology, pathophysiology, and pharmacology to use as basis for assessing, diagnosing, prescribing and treating mental health issues in the older/geriatric person.
5. Analyze the legal and ethical issues for Advanced Practice Mental Health Nurse Practitioner.

NURS 663M (clinical course)

The main focus should be in couples and family therapy so the student can begin to develop their therapy skills and continue to refine their interviewing and assessment skills with children, adolescent, and elderly clients. (60-240 hours)

Course Objectives:

Students will be able to:

1. Integrate knowledge of physiology, pathophysiology, pharmacology, and psychopharmacology into the evaluation and management of the client with acute and chronic complex mental health care problems.
2. Develop and perform evaluative skills including data collection, psychiatric assessment and use of diagnostic and screening instruments tools in the care of the client with acute and chronic complex mental health care problems.
3. Develop and perform diagnostic and treatment planning skills including differential diagnosis, development of appropriate plan of care, communication, education, collaboration, and evaluation of the plan of care in clients with acute and chronic complex mental health care problems.

4. Demonstrate a recovery oriented philosophy of practice that respects client responsibility in health care choices.
5. Articulate a sound basis for evaluation and management of clients in seeking mental health services through case discussion with faculty and preceptors.
6. Demonstrate knowledge of legally acceptable prescription writing in the implementation of prescriptive authority including the ability to articulate a sound basis for selection of therapeutic agents and management of side effects.
7. Demonstrate familiarity with the laws of prescriptive authority in the state where the student is gaining clinical experience.
8. Demonstrate ability to independently take a psychiatric history, perform psychiatric and mental status assessments; use of additional diagnostic instrumentation; & ordering, obtaining and analyzing laboratory and diagnostic tests for patients across the lifespan.
9. Apply newly learned information and skills of the advanced nurse practitioner within a clinical practice setting that allows for interaction with the patient experiencing chronic and complex health problems.

NURS 683M (clinical course)

This is a clinical practicum extension course (60 to 180 hours). Emphasis is continuing to refine skills in assessment, diagnosis, and care formulation; applying the theories and techniques of psychotherapy, medication management, and complimentary interventions.