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To Our Preceptors:

The Faculty of The Ohio State University College of Nursing, Psychiatric Mental Health Nurse Practitioner Specialty wish to extend our warmest appreciation to you for serving as a preceptor for our students. Precepting a student is both a challenging and rewarding experience. The challenge lies in providing a worthwhile and meaning clinical placement where the student can practice skills he or she has learned in the classroom. The rewards lie in having a student grow and learn as a leader in nursing. Students often complete a project that is useful to your agency. Students often bring new ideas and perspectives to an organization. Additionally, you will have the opportunity to guide a developing professional through one of the most important experiences of their education. The personal satisfaction can be very rewarding.

Many nurses feel a professional responsibility to share their knowledge and experience with students entering the field. It is from your guidance and expertise that our students gain their knowledge, confidence, dedication, leadership, and management skills to become nursing leaders. You are a role model. You are a mentor. You are a teacher. For this, we thank you! Psychiatric Mental Health Nursing is a field that is increasing in its relevance to the maintenance and/or re-establishment of overall biopsychosocial health of our clients, their families, those important to them and the communities in which they live. You are a wonderful door that opens the future to our students and PMHN.

This Preceptor Guide has been developed to assist you in providing a successful and meaningful clinical placement that meets the academic standards of The Ohio State University College of Nursing. We hope you find it valuable. Should you have any questions, please contact the Clinical Practicum Associated Faculty [*Dan DiSalvo* ([disalvo.7@osu.edu](mailto:disalvo.7@osu.edu)) , *Justin Kerr* ([kerr.116@osu.edu](mailto:kerr.116@osu.edu)) , *Jennifer Wilson* ([Wilson.2218@osu.edu](mailto:Wilson.2218@osu.edu)) ] or me at 614-292-4847, [warren.4@osu.edu](mailto:warren.4@osu.edu).

Respectfully yours,

*Barbara Jones Warren*

Dr. Barbara Jones Warren, PhD, RN, PMHCNS-BC, FNAP, FAAN

Professor, Clinical Nursing and Director of the Psychiatric Mental Health Nurse Practitioner Program

## **ORIENTATION FOR THE PSYCHIATRIC APRN/ PMH PRECEPTOR**

### **OBJECTIVES FOR THE TWO CLINICAL PRACTICUM COURSES:**

**THE OHIO STATE UNIVERSITY  
COLLEGE OF NURSING  
N7348.01**

**Advance Practice Psychiatric and Mental Health Nursing Clinical Practicum I  
Autumn Semester**

12 credit hours (4 credits didactic, 8 credits clinical)

**Prerequisites:** N7340 and N7341 and core Masters courses.

**Course Description:**

Application of advanced practice psychiatric and mental health nursing biopsychosocial interventions with individuals experiencing mental illness and chemical dependence.

The *ACCN Essentials of Master's Education for Advanced Nursing Practice* (2011) and *The Scope and Standards of Psychiatric and Mental Health Nursing* (2014) were used to guide course development.

**Objectives:**

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

1. Incorporate psychiatric and mental health advanced practice nursing scope of practice standards and roles into the care of persons diagnosed with mental and/or chemical dependence disorders.
2. Apply principles of theory for crisis intervention and rapid stabilization in the care of psychiatric patients experiencing an acute crisis.
3. Collaborate with transdisciplinary professional healthcare teams to identify treatment priorities and referral needs based on patient outcomes.
4. Utilize concepts of diagnostic clinical reasoning in the provision of clinical care.
5. Incorporate principles of health promotion and risk reduction in the care of psychiatric and mental health patients across cultural and lifespan perspectives.
6. Develop primary prevention strategies for addressing the biopsychosocial care of psychiatric and mental health patients across cultural and lifespan perspectives.
7. Incorporate principles of theory related to evidence based care of psychiatric and mental health patients across care settings.
8. Utilize community resources for continuity of care of psychiatric and mental health patients.

**THE OHIO STATE UNIVERSITY  
COLLEGE OF NURSING  
N7348.02**

**Advance Practice Psychiatric and Mental Health Nursing Clinical Practicum II  
Autumn Semester  
12 credit hours (4 credits didactic, 8 credits clinical)**

**Prerequisites:** N7340, N7341, N7348.01 and core Masters courses.

**Course Description:**

A clinical practicum to apply advanced practice psychiatric and mental health nursing biopsychosocial interventions with individuals experiencing comorbid mental illnesses and/or chemical dependence disorders. Practice roles of therapist, educator, consultant and researcher are emphasized.

The ACCN Essentials of Master's Education for Advanced Nursing Practice (2011) and The Scope and Standards of Psychiatric and Mental Health Nursing (2014) were used to guide course development.

**Objectives:**

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

1. Incorporate psychiatric and mental health Advanced practice nursing scope of practice standards and role into the care of persons diagnosed with comorbid mental illnesses and chemical dependence disorders.
2. Apply principles of theory in the care of psychiatric patients diagnosed with comorbid mental illnesses and chemical dependence disorders.
3. Collaborate with transdisciplinary professional healthcare teams to identify substance abuse and mental illness (SAMI) treatment priorities and referral needs based on patient outcomes.
4. Utilize concepts of diagnostic clinical reasoning for patients diagnosed with comorbid mental illnesses and substance abuse.
5. Incorporate principles of health promotion and risk reduction in the care of SAMI psychiatric and mental health patients across cultural and lifespan perspectives.
6. Develop primary prevention strategies for addressing the biopsychosocial care of psychiatric and mental health SAMI patients across cultural and lifespan perspectives.
7. Incorporate principles of theory related to evidence-based care of psychiatric and mental health (SAMI) patients across care settings.
8. Utilize community resources for continuity of care of psychiatric and mental health (SAMI) patients.

## THE CLINICAL PLACEMENT PROCESS

### Purpose

This experience will afford the student a significant opportunity to apply knowledge and skills from the classroom toward the achievement of clinical objectives and the further refinement of the student's skills. This is done under the supervision of a preceptor (you) and the course faculty.

### Objectives

The objectives for each course and the clinical requirements are listed in the preceding pages.

### Defining Tasks

Experience suggests that an effective clinical placement experience requires a careful review of placement requirements, and the identification of student tasks and projects for each semester for **N7348.01 and N7348.02 Advanced Practice Family Psychiatric and Mental Health Nursing Clinical Practicum** prior to the start of that semester. This review will result in a more focused and directed development of skill and competence in technical and managerial aspects of practice related to across the lifespan.

### Summary of Requirements

**Advanced Practice Family Psychiatric and Mental Health Nursing** track requires that a student complete a total of 600 clinical hours in the program. A student may do more hours either as needed by the preceptor or desired by the student. It is suggested that the student do no more than 350-400 hours in a semester. However, the number of hours desired/achieved depends upon the preceptor's availability.

Semester	Clinical Hours
Autumn	300
Spring	300
Total	600

### Grading

Clinical/field experiences are graded satisfactory or unsatisfactory (S/U); the course faculty consults with the preceptor before making the grade assignment.

### Preceptor Qualifications

- Masters prepared Registered Nurse with an active RN license, National Certification in area of specialization and 1 year of experience as an Advanced Practice Nurse.
  - Expertise in current position in the organization
  - An interest in helping a graduate student

### RESPONSIBILITIES OF THE PRECEPTOR:

The preceptor should:

- Arrange a schedule with the student for completing the necessary hours

- Give the student an orientation to the site early in the experience. This will facilitate a smooth transition into the site and optimize the use of available resources.
- Provide appropriate office space and office materials for the student, if necessary.
- Explain to the student your expectations of his or her conduct. The areas of dress, conduct, scheduling of hours, and general characteristics of the experience should be discussed.
- Allow sufficient time for supervision and instruction in the form of routine interactions. Guide the student in his or her next steps and ask to review work periodically.
- Provide the student with constructive feedback. Some tips are provided in the next section.
- Afford the student the time and patience needed for an optimal learning experience.
- **Contact the course faculty (Dan DiSalvo ([disalvo.7@osu.edu](mailto:disalvo.7@osu.edu)), Justin Kerr ([kerr.116@osu.edu](mailto:kerr.116@osu.edu)), Jennifer Wilson ([Wilson.2218@osu.edu](mailto:Wilson.2218@osu.edu)) or Dr. Barbara Warren ([warren.4@osu.edu](mailto:warren.4@osu.edu)) at any time throughout the placement if problems should arise or you have questions about the course. .**

### **Paving the Way**

It is important to keep in mind that a preceptor paves the way for the student within the organization. Properly introducing the student to his or her role in the organization is crucial to overall success. The preceptor provides an environment in which the student can gain experience and confidence.

### **Delegating Responsibility**

As a preceptor there are two things that you should NOT do. The first is to give the student too much responsibility too fast. The second is to withhold responsibilities from the student that he or she may be able to complete. In order to avoid these potential problems, you must evaluate the student's ability for yourself and decide how much responsibility is acceptable and what is too much. Balancing the two will make for a productive and more enjoyable experience for both the student and preceptor.

### **Interacting with the Course Faculty**

The course faculty is involved with helping students clarify their goals. There should be a three-way conversation at the mid-way point of the experience among the student, preceptor, and course faculty. The student should take the initiative to schedule this interaction. *The preceptor, however, should feel free to contact an **Advanced Practice Psychiatric and Mental Health Nursing** course faculty person at any time during the placement.*

### **Evaluation and Feedback**

- Formal evaluations are required and should be completed and returned to the course faculty at the end of the experience. Forms will be provided to you for this purpose.
- Additionally, the preceptor may provide constructive feedback weekly in a private setting to the student. This feedback is essential for learning. Provide the student with feedback on:
  - Performance of any specific activities,
  - Overall performance regarding all daily activities,

- Any issues related to attitude, knowledge, or skills
- Feedback should be specific and timely, based on observation of behavior and skills.
- Feedback should include descriptions of specific behaviors with both positive and negative statements.
- If there are concerns about the student's progress, please contact one of the **Nursing 7348.01 and 7348.02 Psychiatric Mental Health Nursing Practicum** course faculty as soon as possible to discuss the issues.

### Tips

- ▶ Establish a rapport with the student first. Individuals respond better to the feedback when the giver starts with some conversation rather than bursting forth with the feedback.
- ▶ Use both positive and negative feedback. Again, individuals respond to praise, recognition, and encouragement. Coupling some positive feedback with the negative will increase the chances that the negative feedback will be received more positively. When giving praise, however, it must be genuine.
- ▶ Be specific and avoid generalizations or general comments such as “You didn’t handle that very well.” Instead, tell the person exactly what it was they did ineffectively.
- ▶ Keep calm. Try not to let the student know that you are anxious or nervous about giving feedback. Keep your voice steady, give eye contact, and don’t let yourself become angry.
- ▶ Give the student a chance to digest what you have just told them. Everyone has a right to accept or reject feedback. The student will have to decide whether or not to act upon the feedback.
- ▶ Focus on the behavior. Give feedback about the student’s behavior, not the person. “I was disappointed when you said that to the patient.” NOT “You are inconsiderate.”
- ▶ Use I statement. Instead of saying ‘you are...’ try starting your sentence with “I think...” or “In my opinion...”, or “I feel that ...” This allows you to take ownership of your feedback.
- ▶ Ensure understanding. Check to see that the other person understood you correctly.
- ▶ Avoid stereotypes. Don’t use statements such as “I would expect that out of a man” or “You are acting like a child”.

Sources: *Training Games for Assertiveness & Conflict Resolution* by Sue Bishop. *The OSU School of Public Health Preceptor Guidebook*.

## **Responsibilities of the Student**

- The student is responsible for initially contacting the preceptor.
- The student should function professionally and this should be reflected in projects, activities, and relationships with the preceptor, patients and all agency staff.
- The student is expected to maintain confidentiality for all experiences. Students may describe experiences in clinical debriefing sessions, but statements of individuals are non-attributable and information will never be communicated outside of the classroom.

The student must:

- ▶ Be professional in appearance, both in dress and conduct
  - ▶ Adhere to the schedule agreed upon by the student and preceptor
  - ▶ Be punctual and is required to notify the preceptor as soon as there is a possibility of being late or absent.
  - ▶ Practice professional courtesy when communicating with clients and other health professionals.
  - ▶ Maintain appropriate confidentiality
- The relationship between the student and the preceptor should be one of student-teacher rather than employer-employee, or co-workers. The student teacher relationship should be built on mutual trust, respect, communication, and understanding.
  - The student completes an evaluation on the agency/preceptor at the end of the experience. This information may be shared with the preceptor if you wish.

## **Responsibilities of the Course Faculty**

The course faculty:

- ▶ Assists the student in clarifying educational goals for the field experience.
- ▶ Is responsive to the needs of the student and preceptor during the placement.
- ▶ Completes at least one site visit per semester (usually mid-semester) that includes the student and preceptor.
- ▶ Is available by email and/or phone to discuss issues, concerns, and progress of the student throughout the semester.
- ▶ Contacts the preceptor at the end of the semester to discuss the final student evaluation.

Adapted from the OSU School of Public Health Preceptor Guidebook