



FAIRLEIGH DICKINSON UNIVERSITY

HENRY P. BECTON SCHOOL OF NURSING AND ALLIED HEALTH

Guidelines for Psychiatric-Mental Health APN Students

These guidelines were developed for psychiatric-mental health advanced practice nursing graduate students in order to clarify the expectations for the clinical practicum component of the program.

GENERAL INFORMATION

Curriculum

The master's degree program in Psychiatric-Mental Health Nursing (PMHN) at Fairleigh Dickinson University is a Family Psychiatric and Mental Health Nurse Practitioner Program. The Family Psychiatric & Mental Health Nurse Practitioner certification will allow the graduate to work with psychiatric clients and patients across the lifespan including children, adolescents, adults, and older adults.

After successful completion of the program, the graduate is eligible to take the Family Psychiatric & Mental Health Nurse Practitioner Certification Exam offered by the American Nurses Credentialing Center (ANCC) and become certified as a Family Psychiatric and Mental Health Nurse Practitioner. After successfully passing the national certification examination, the graduate is eligible for certification in New Jersey as a Psychiatric-Mental Health Advanced Practice Nurse (APN).

The PMHN Curriculum requires a total of 42 credits with 21 credits in the core courses and 21 credits in the PMHN specialty. Additionally, 615 practicum hours are required; 555 hours in clinical placements with families, children, adolescents, adults, and geriatric psychiatric /mental health clients; 30 hours of Advanced Health Assessment.

The core courses are:

Nursing Core

8 credits

- NURS 6600 Intro to Adv. Nursing Philosophy, Theories, Roles & Issues - 3 credits
- NURS 7701 Advanced Research and Evidence based practice - 3 credits
- NURS 7752 Master's Project - 2 credits

Advanced Nursing Practice Core

13 credits

- NURS 6620 Advanced Nursing I: Health Assessment - 2 credits
- NURS 6621 Advanced Nursing I: Health Assess Practicum – 2 credits
- NURS 7702 Advanced Pathophysiology - 3 credits
- NURS 6615 Advanced Pharmacology - 3 credits
- NURS 7815 Advanced Practice Role Development – 3 credits

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The specialty credits consist of : (1) Family Systems – 3 credits; (1) course in Psychopharmacology, and three (3) Advanced Psychiatric/Mental Health Nursing courses and three (3) Psychiatric/Mental Health Nursing Practicum and Supervision courses. Each of the Psychiatric/Mental Health Nursing courses is paired with the Psychiatric/Mental Health Nursing Practicum and Supervision courses in order to provide application of theory to practice. Each pair is offered sequentially throughout 3 semesters, beginning *only* in the spring semester and ending in the fall. Classes continue throughout the summer semester. The specialty courses are:

Clinical Specialty Core

21 credits

- NURS 6701 Psychopharmacology – 3 credits
- NURS 7812 Family Systems Lecture – 3 credits
- NURS 6501 Advanced Psych/MH Nursing I/ Families and Children – 3 credits
- NURS 6502 Advanced Psych/MH Nursing I/ Families and Children: Practicum– 2 credits (185 Clinical hours)
- NURS 6503 Advanced Psych/MH Nursing II /Adults – 3 credits
- NURS 6504 Advanced Psych/MH Nursing II/Adults: Practicum – 2 credits(185 Clinical hours)
- NURS 6505 Advanced Psych/MH Nursing III/Geriatrics– 3 credits
- NURS 6506 Advanced Psych/MH Nursing III/ Geriatrics: Practicum – 2 credits(185 Clinical hours)

Total: 555 Clinical Hours

42 Credits

All specialty core courses are scheduled to meet once weekly for 5 hours each semester which includes 2 hours of clinical supervision. Having all coursework on one day, allows students to schedule their clinical hours on two other days.

All students are required to have two in-person interview/advisement meetings with the Psychiatric-Mental Health Nursing (PMHN) Specialty Director.

- The first meeting occurs soon after admission to the master’s program and is for the purpose of developing a course sequence plan and tracking form.
- The second meeting is a group meeting that occurs several months prior to beginning the PMHN specialty courses and is for the purpose of reviewing the specifics of the specialty courses and clinical program and assessing the student’s clinical skills to determine potential clinical placements. The student must either be AANC board certified in psychiatric mental health nursing (certification) or pass the professor administered test and achieve a passing grade of 75 to continue onto clinical courses.

It is recommended though not required that students have a minimum of one year of experience working in the field of PMHM *prior* to starting the specialty courses.

All students are required to validate their PMHN expertise in **one of two ways**:

1. Current ANCC Specialty certification in Psychiatric-Mental Health Nursing or
2. Achieving a score of 75 or better on a comprehensive Psychiatric-Mental Nursing exam given by the FDU faculty prior to commencing the clinical core. See **Addendum 1 for Test plan.**

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Practicum Courses: Clinical practice experiences are created to meet the requirements for the family psychiatric and mental health nurse practitioner role and include experiences with children, adolescents, adults, and geriatric clients as well as specialty populations.

Two months prior to the students anticipated start of the Specialty Core courses students are required to submit the Preceptor Information Request Form and the clinical clearance documents. See **Addendum 2 for Advanced Psychiatric/Mental Health Nursing Practicum/Preceptor Information Request Form.**

Types of Clients/Patients and Agency Sites: Student clinical practice experiences occur in a variety of psychiatric facilities for their clinical practicum experiences during the three clinical courses: Advanced Psych/MH Nursing I/ Families and Children, Advanced Psych/MH Nursing II/Adults and Geriatrics.

Psychiatric facilities include acute in-patient units, out-patient departments, partial hospitalizations, community agency settings, consultation and liaison services, forensic settings and private practices.

Hours in Clinical: The PMHN specialty requires a minimum of **555 clinical hours**. Students complete 555 hours in the three practical and supervision courses (**185 hours in each practicum and supervision course**). In addition, each practicum course meets 2 hours per week for faculty supervision. Sixty (60) faculty supervision hours are required over the three semesters and are included in the 185 hour per semester total. Supervision includes case presentations, process recordings and self-awareness of emotional reactions and behavioral responses to clients that enhance or impede the therapeutic alliance and the therapeutic process. The practicum and supervision course meets two hours per week, in-person or via discussion board, throughout the 3 semesters, on a weekday at the School of Nursing.

Pre-Practicum Orientation: In addition, one day of practicum orientation occurs prior to the start of the clinical preceptorship. This orientation is mandatory and will be scheduled a month in advance so students have time to plan for this day. Students are expected to begin their practicum with a certain level of education, skill, and training. Preceptors are not responsible to teach students fundamental concepts of psychiatric nursing. For example, students are expected to have basic interviewing and psychiatric assessment skills as well as knowledge of pharmacology and the various classifications of psychiatric medication. They are also expected to have the foundational skills in psychiatric nursing that are currently taught on the baccalaureate level. These skills must be validated prior to beginning the clinical core. See above.

Preceptor versus Practicum Faculty: The preceptor will have on site teaching and mentoring responsibilities for the student, while the clinical faculty will provide the supervision for all clinical work and is responsible for assigning the final practicum and supervision course grade. The preceptorship provides one component of the practicum and supervision course grade along with weekly logs, examinations, audio-visual materials, papers, and presentations. The practicum course syllabus includes a detailed account of the course assignments. ***Students must receive a passing grade in both the practicum and theory course in order to pass .Failure in either course results in a failing grade in the adjacent course.***

Post-Master's Certificate Program

A Family Psychiatric and Mental Health Post-Master's Certificate is offered in psychiatric-mental health advanced practice nursing. It is designed specifically for registered nurses who have a master's degree but

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did not follow a course of study that led to national certification as a psychiatric nurse practitioner or for those students who are certified in another specialty area and wish to become certified as a nurse practitioner in PMHN, or for the psychiatric clinical nurse specialist who wish to become certified as a family psychiatric and mental health nurse practitioner.

In the post-master's certificate program, students are expected to have successfully passed a graduate level advanced pharmacology, advanced pathophysiology, and advanced health assessment course *prior* to beginning the specialization courses.

The Post-Master's Certificate consists of nine (9) courses (24 credits). For students with a master's degree, a NP or CNS in a non-psychiatric specialty, 555precepted and supervised psychiatric/mental health clinical hours are required; 185 per semester. See section above entitled: Hours in Clinical.

POLICIES RELATED TO CLINICAL PRECEPTORSHIPS

Clinical Placements

The PMHN Specialty Director maintains a list of potential preceptors. However, Clinical placements are the responsibility of the students who may know of possible preceptor sites and request particular sites. Clinical placements are determined based on the following: 1) student's prior level of psychiatric nursing experience; 2) course objectives; 3) clinical site opportunities and types of experience offered; 4) preceptor availability, experience, and job description; and 5) geographic location. Placements may take place at a community mental health center, clinic, hospital, and/or private practice setting. Before contacting a potential preceptor and completing the Practicum Preceptor Information Sheet and a Resume of the preceptor all students must follow the following sequence of steps:

1. Interview and Orientation: All students must have an advisement interview with the PMHN Director as well as attend a PMHN orientation (not the general orientation) prior to starting the practicum and supervision courses. All students must manifest entry level competence in Psychiatric/ mental health nursing by showing evidence of ANCC psychiatric mental health nursing specialty certification **or** by passing a 60 item objective test to assess basic knowledge of psychiatric nursing. A test plan is included in this document. See Addendum 1. Students must obtain a passing score of 75 in order to pass this test. Should the student fail, he/she will be expected to retake the test until a passing score is received. The student must bring a computer to class in order to sit for this test at an assigned date to be determined and must have a web account at FDU.

2. Clinical Placement: Prior to each clinical course, the student will receive advisement from the PMHN Director to determine appropriate clinical placement for each of the practicum and supervision courses. . All preceptors must be approved prior to the student starting a practicum.

3. Contact with Potential Preceptor: The student must contact a potential preceptor and arrange a meeting at least three (3) months prior to the start of clinicals. This is to determine if the site meets the student's needs and the course requirements and if it is a good fit for both the preceptor and the student. Think of this meeting as a job interview. The student should bring a copy of his/her resume to the meeting or send it prior to the meeting. Remember, the student will work on the site as an intern, not as an undergraduate nursing student. Preceptors are providing a service and are interested in working with graduate students

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who are motivated, professional and committed. Preceptors are not being paid to precept students. They are doing us a big favor.

At the meeting, if the student decides that the organization and preceptor are a good fit, the student requests a resume from the preceptor or requests him/her to email (dettmore@fd.edu) or fax it to Diane Dettmore (201-692-2388) or the faculty director of the PMHN Program. Provide the preceptor with the form found in **Addendum3 Preceptor's Role and Responsibilities**.

All forms necessary are included. It is the student's responsibility to fill out all the forms in **Addendum 2**. Please have the preceptor provide the name of the contact person at the agency to which Marian Rutherford :(Marian@fd.edu). She will initiate the contract once all forms are complete. The student must first submit the form entitled: **Practicum/Preceptor Information Form in Addendum2** to Diane Dettmore or current PMHN director who reviews the form and grants approval or disapproval of the practicum site/preceptor. Only then, will the completed form be submitted to Marian Rutherford to initiate a legal contract with the contact person from the agency. Even if Fairleigh Dickinson University has a contract in place with the agency, a special contract must be drawn up for each individual student at the site; thus, this form needs to be submitted each semester. The administrative office will begin the process of obtaining a contract for each individual student. The PMHN Director will be kept abreast of the approval process, which will take approximately 6-9 weeks. This form must be completed for each practicum prior to the start of each practicum *each semester*, even if the student plans to use the same clinical site. Students cannot begin their practica until a contract is in place. The following timeline is used:

1. November 1 for the following spring semester
2. April 1 for the following summer semester
3. July 1 for the following fall semester

4. Requirements for Clinical Clearance All students must comply with all of the requirements for Clinical Clearance as articulated in **Addendum 2 documents**. Students cannot attend clinicals until clinical clearance is complete and approved. Additionally students are required to have achieved clearance prior to the course in Advanced Health Assessment. Students that have transferred in Advanced Health Assessment must complete clinical clearance prior to the psychiatric clinical core. Requirements follow.

At the start of the Advanced Health Assessment course:

Health Requirements: All students must provide documents to prove that they have had all immunizations that are required by state law. The required immunization forms are included with the student's letter of admission. Students who do not submit documentation of immunizations before enrolling or during the first term of enrollment may not register for the following term. Any student seeking an exemption from this requirement for medical or religious reasons must request in writing that the requirement may be waived.

- Annual physical exam and updated vaccination reports should be sent to Student Health Services. The student must contact them to confirm medical compliance. For a full listing of health requirements check the Student Health website: <http://view.fdu.edu/default.aspx?id=1072>

Student Health Services: 201-692-2437 (phone) 201-692-2642 (fax)

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Non-Medical documents

- A current certificate is required for BLS for Health Care Professionals by American Heart association
- A current RN License. Renew biannually.
- Malpractice insurance is required for student Nurse Practitioner. (1million/6million) Renew annually. Professional Liability Protection: All graduate students are required to have professional liability insurance before they begin clinical work.

Email a copy of your non-medical documents to Mary Templeton at: mtemplet@fdu.edu.

Criminal background check.

An Initial background check, an annual background check and an 11 panel urine drug test and are required. The student may only use TABB, Inc. for these procedures. This needs to be done yearly.

- Criminal History Background Check: Clinical agencies mandate criminal history background checks for all individuals engaged in patient care. This background check includes a Negative Panel 11 urine drug screen. For criminal background and urine drug test visit FDU's website (www.fdu.edu) and type TABB in the search bar and choose the link for Housestaff Disclosure and Authorization Form. Please be sure to read and follow the instructions carefully.

Summary of Final Documents Prior to Beginning each Practicum Course:

Preceptor form and Preceptor Resume:

- Complete the preceptor form and then send it to Dr. Dettmore or current program director along with a Preceptor form and Preceptor Resume :dettmore@fdu.edu or fax it to 201-692-2388 with a cover page. (No handwritten forms will be accepted)
- Once Dr. Dettmore approves it, she will then forward the form to Marian Rutherford (marian@fdu.edu) to process.
- Marian Rutherford will process your preceptor form only when the student is cleared by Mary Templeton and Student Health Services.
- Submission Deadlines are listed above. This is a long and tedious process so it is a good idea to allow at least 90 days to get all the forms approved.

Registration Forms

- Students MUST fill out a 4 ply registration form which will be handed out in class. Email, phone, or fax registrations are not accepted. Once registration forms are complete, have the Advisor sign it, keep the yellow copy and the Advisor will have the form processed. The advisor for all graduate psychiatric nursing students is: Diane Dettmore
- The student is responsible to assure that the account is free of any medical (201-692-2437) or financial (201-692-2375) holds before submission of documents and registration forms.

Student Starts the Preceptorship: After all steps are completed, the student may begin the preceptorship.

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1. Weekly Clinical Log Data Sheet: A weekly log must be filled out and signed by the preceptor and submitted to the practicum faculty by the student at Midterm and Final time. Refer to this document in **Addendum 4**.
2. Clinical Logs: These logs provide a summary sheet of the clinical hours and must be submitted by the student and signed at Midterm and Final time by the preceptor. Refer to this document in **Addendum 4**.
3. Evaluations: Students are responsible to ensure that all evaluations are submitted by the last week of the clinical preceptorship. All forms are in **Addendum 4**. These include:
 - 1. Evaluation of Student by Preceptor (Midterm and Final)
 - 2.) Student Evaluation of Preceptor (Final @ end of term)
 - 3) Student Evaluation of Agency.
 - 4) **Grades will not be given unless all required materials are on file.**

General Guidelines for Clinical Placements

1. Clinical placements may **NOT** be at the student's unit at their place of employment.
2. Students should plan to be at their practicum sites on the average of 14 to 16 hours per week. Hours more than 16 per week will need the approval of the Specialty Director.
3. It is recommended that students not maintain full-time employment during their practicum experiences. Students should expect to average approximately 30 to 40 hours per week of study time during their clinical specialty courses. These hours include time spent at the clinical site, practicum class and supervision hours, reading time, and time completing weekly logs and other assignments.
4. Students should meet weekly with their preceptor to discuss their cases.
5. Students will meet in-person for clinical supervision with their practicum faculty which will occur during assigned class sessions..

Student Attendance at Scheduled Clinical Placements

If a student is to be absent for a scheduled clinical day, due to illness or emergency, the preceptor should be notified prior to the beginning of the clinical day. On the first clinical day, students should identify the procedure for contacting the preceptor in case of absence. It is the student's responsibility to also notify the faculty of the absence and negotiate with the preceptor regarding making up time. If the student is not attending clinical as scheduled, the faculty member needs to be notified promptly. Students are expected to schedule clinical time with the preceptor consistent with the preceptor's availability/schedule.

Professional Dress and Behavior

Students are expected to dress appropriately and behave in a professional manner at all times. Dress for psychiatric-mental health nursing is considered to be "casual corporate attire" unless a specific dress code is required at the clinical site. Professional boundaries and confidentiality are of critical importance in PMHN.

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THE PRECEPTOR'S ROLE AND RESPONSIBILITIES

The primary role of the preceptor is to teach and mentor the future psychiatric-mental health advanced practice nurse to progress to an entry level psychiatric-mental health advanced practice nursing role. The preceptor is responsible to provide a guided experience that serves to orient and integrate the student into the role of the psychiatric-mental health advanced practice nurse through integration of theory and practice as reflected in the clinical course objectives and the Scope and Standards of Psychiatric-Mental Health Advanced Practice Nursing.

Role and Responsibilities of the Preceptor as Clinician and Educator

- Identifies and discusses the needs of the student in order to meet the clinical objectives
- Directs the overall goals and objectives for the practicum experience based on course objectives
- Orients the student to the practicum setting and helps the student to navigate the organizational system
- Facilitates the incorporation of the student into the interdisciplinary process and team
- Precepts, serves as a role model, and mentors the student to meet the clinical objectives
- Assesses the nature of patient-care encounters that will enable the student to meet the clinical objectives
- Provides the student with ongoing feedback
- Evaluates whether the student's course objectives have been achieved
- Demonstrates attitudes and qualities consistent with the ethics of psychiatric-mental health nursing including respect for the student's faculty, curriculum, and program
- Assists the student to meet the core competencies for psychiatric advanced practice nursing including :
 - conducting comprehensive psychiatric evaluations;
 - initiating and interpreting diagnostic tests and procedures;
 - determining psychiatric diagnoses;
 - identifying expected outcomes;
 - developing evidence based treatment plans;
 - conducting therapeutic interventions such as individual, group, and family therapy using a standard psychodynamic, humanistic-existential, and cognitive-behavioral approaches;
 - delivering patient education;
 - providing medication prescribing and monitoring.
- Sign off on weekly clinical logs as validation of student participation.
- Evaluate the student on two occasions: mid-term and semester's end.
- All forms will be provided by the students. (See Addendum 3)

Faculty Contacts and Support

The preceptor will be contacted and visited by the faculty to assure that the clinical objectives are being met and to discuss any problems.

Contact person: Diane Dettmore (Dettmore@fdu.edu) of current director

Phone: 201 692 2885 or contact the graduate assistant to the associate director :@ 201-692-2882.

Email: lugo@fdu.edu.

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The preceptor should not hesitate to contact the faculty member the moment that any problem or concern arises.

Faculty for Psychiatric Mental Health Practicum

Dr. Diane Dettmore and Dr. Yong Suk Zarski are the faculty for the psychiatric mental health practica and theory courses. The faculty will meet with the preceptor and student on-site to directly to evaluate a clinical session with a patient, family, or group of patients. Further clinical faculty will be added to the team as needed.

Procedure for Evaluating Students

Preceptors need to agree to the college policies regarding their role in the evaluation process. The preceptor is requested to provide the student with both formative and summative evaluations. Each course has different objectives that entail different clinical activities that should be discussed with the preceptor at the start of the clinical experience. Students are expected to interact with clients, family members, groups of clients, and staff in psychiatric assessment, planning, intervention, and evaluation of advanced practice care. They are expected to conduct psychiatric evaluations, individual, group, and family psychotherapy, participate in medication prescribing and management, and provide case management. It is important that the preceptor provides daily feedback and practical evaluation of the student's skills, especially as they relate to specialization standards and guidelines. The preceptor completes two Student Evaluation Forms (midterm and final) and a Preceptor Self Evaluation Form. If there is more than one preceptor, these forms must be completed by each preceptor.

Students will complete a number of clinical course assignments during their practicum, which include weekly logs and self-awareness journals, case presentations, supervision summaries, process recordings, papers, and presentations. Students are also required to complete several evaluation forms including an evaluation of their preceptor and an evaluation of the clinical agency. If there is more than one preceptor, the forms must be completed for each preceptor. The faculty member is responsible for the student's final grade, which will include the preceptor's grade for the clinical component as well as course assignments. The grade of the preceptor is a component of the final grade in determining the final grade.

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Addendum 1: Test Plan

Study Guide of Psychiatric/Mental Health Nursing Exam

I. Basic concepts and foundations for psychiatric mental health nursing (20% of test on the topics below)

1. The concept of stress adaptation

1. Define adaptation and maladaptation.
2. Identify physiological responses to stress.
3. Explain the relationship between stress and “diseases of adaptation.”
4. Describe the concept of stress as an environmental event.
5. Explain the concept of stress as a transaction between the individual and the environment.
6. Discuss adaptive coping strategies in the management of stress

2. Mental health /mental illness: historical and theoretical concepts

1. Discuss the history of psychiatric care.
2. Define mental health and mental illness.
3. Discuss cultural elements that influence attitudes toward mental health and mental illness.
4. Describe psychological adaptation responses to stress.
5. Identify correlation of adaptive/maladaptive behaviors to the mental health/mental illness continuum.

3. Concepts of psychobiology

1. Identify gross anatomical structures of the brain and describe their functions.
2. Discuss the physiology of neurotransmission in the central nervous system.
3. Describe the role of neurotransmitters in human behavior.
4. Discuss the association of endocrine functioning to the development of psychiatric disorders.
5. Describe the role of genetics in the development of psychiatric disorders.
6. Discuss the correlation of alteration in brain functioning to various psychiatric disorders.
7. Identify various diagnostic procedures used to detect alteration in biological functioning that may be contributing to psychiatric disorders.
8. Discuss the influence of psychological factors on the immune system.
9. Discuss historical perspectives related to psychopharmacology.

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10. Describe the physiological mechanism by which various psychotropic medications exert their effects.
11. Discuss the implications of psychobiological concepts to the practice of psychiatric / mental health.

4. Ethical and legal issues in psychiatric/mental health

1. Differentiate among ethics, morals, values, and rights.
2. Discuss ethical theories including utilitarianism, Kantianism, Christian ethics, natural law theories, and ethical egoism.
3. Define ethical dilemma.
4. Discuss the ethical principles of autonomy, beneficence, nonmaleficence, veracity, and justice.
5. Use an ethical decision-making model to make an ethical decision.
6. Describe ethical issues relevant to psychiatric/mental health.
7. Define statutory law and common law.
8. Differentiate between civil law and criminal law.
9. Discuss legal issues relevant to psychiatric/mental health.
10. Differentiate between malpractice and negligence.
11. Identify behaviors relevant to the psychiatric/mental health setting for which specific malpractice action could be taken.
12. The right to refuse medication
13. The right to least restrictive treatment
14. the right to privacy/confidentiality
15. informed consent
16. commitment issues

5. Cultural and spiritual concepts

1. cultural differences
2. spiritual concepts
3. assessment spiritual and religious needs

II. Therapeutic Approaches to Psychiatric Nursing Care (30% of the test)

1. Relationship development

1. Describe the relevance of a therapeutic nurse-client relationship.
2. Discuss the dynamics of a therapeutic nurse-client relationship.
3. Discuss the importance of self-awareness in the nurse-client relationship.
4. Identify goals of the nurse-client relationship.
5. Identify and discuss essential conditions for a therapeutic relationship to occur.
6. Describe the phases of relationship development and the tasks associated with each phase.

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2. Therapeutic communication

1. Discuss the transactional model of communication.
2. Identify types of preexisting conditions that influence the outcome of the communication process.
3. Define territoriality, density, and distance as components of the environment.
4. Identify components of nonverbal expression.
5. Describe therapeutic and nontherapeutic verbal communication techniques.
6. Describe active listening.
7. Discuss therapeutic feedback.
8. The Nursing Process
 - a. Assessment
 - b. nursing diagnosis
 - c. outcome identification
 - d. Planning
 - e. Implementation
 - f. Evaluation
9. Documentation

3. Therapeutic groups

1. Functions of a group
2. Types of groups
3. Group dynamics
4. Curative factors (Yalom)
5. Leadership style
6. Member roles
7. Role of the nurse

4. Interventions with families

1. Stages of family development
2. family functioning
3. therapeutic modalities with families
4. Milieu therapy
 1. Conditions that promote a therapeutic community
 2. current status and basic assumptions
 3. the role of the nurse in Milieu therapy

5. Crisis intervention

1. Characteristics of crisis
2. phases of crisis
3. types of crisis
4. role of the nurse

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6. Relaxation therapy

1. Manifestations of relaxation
2. Physiological, cognitive,, behavioral

7. Anger Management

1. Dealing with anger and aggression
2. Predisposing factors
3. Nursing process and anger management

8. Behavior therapy

1. Classical conditioning
2. Operant conditioning
3. Behavior modification techniques

9. Cognitive therapy

1. Principles of cognitive therapy
2. Basic concepts
3. Techniques of cognitive therapy

10. Electroconvulsive therapy

1. Indications for use
2. Contraindications
3. Mechanism of action
4. Side effects and risks
5. Role of the nurse

11. Community mental health

1. The changing focus of care
2. Public health model
3. Case management
4. Role of the nurse

III. Nursing care of clients with alterations and psychosocial adaptation (50% of the test)

1. Disorders usually first diagnosed in infancy, childhood, or adolescence

1. Identify psychiatric disorders usually first diagnosed in infancy, childhood, or adolescence.
2. Discuss predisposing factors intellectual developmental disorders, autism spectrum disorder, attention deficit/hyperactivity disorder, conduct disorder, oppositional defiant disorder, and Tourette's disorder.
3. Identify symptomatology and use the information in the assessment of clients with the aforementioned disorders.
4. Identify diagnoses common to clients with these disorders and select appropriate interventions for each.
5. Discuss relevant criteria for evaluating care of clients with selected infant,

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childhood and adolescent psychiatric disorders.

6. Describe treatment modalities relevant to selected disorders of infancy, childhood, and adolescence.

2. Delirium, Dementia

1. Define and differentiate **Delirium, Dementia**.
2. Describe clinical symptoms and use the information to assess clients with neurocognitive disorders.
3. Identify diagnoses common to clients with neurocognitive disorders, and select appropriate interventions for each.
4. Identify topics for client and family teaching relevant to neurocognitive disorders.
5. Discuss criteria for evaluating care of clients with neurocognitive disorders.
6. Describe various treatment modalities relevant to care of clients with neurocognitive disorders.

4. The Aging individual

1. Discuss societal perspectives on aging.
2. Describe an epidemiological profile of aging in the United States.
3. Describe biological, psychological, sociocultural, and sexual aspects of the normal aging process.
4. Discuss retirement as a special concern for the aging individual.
5. Explain personal and sociological perspectives of long-term care of the aging individual.
6. Describe the problem of elder abuse as it exists in today's society.

5. The suicidal client

1. Discuss risk factors related to suicide.
2. Describe predisposing factors implicated in the etiology of suicide.
3. Differentiate between facts and fables regarding suicide.

6. Schizophrenia and other psychotic disorders

1. Discuss the concepts of schizophrenia and related psychotic disorders.
2. Identify predisposing factors in the development of these disorders.
3. Describe various types of schizophrenia and related psychotic disorders.
4. Identify symptomatology associated with these disorders and use this information in client assessment.
5. Identify topics for client and family teaching relevant to schizophrenia and other psychotic disorders.
6. Describe appropriate interventions for behaviors associated with these disorders.
7. Describe relevant criteria for evaluating care of clients with schizophrenia and related psychotic disorders.

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8. Discuss various modalities relevant to treatment of schizophrenia and related psychotic disorders.

7. Mood disorders—depression

1. Describe depressive disorders.
2. Identify predisposing factors in the development of depression.
3. Discuss implications of depression related to developmental stage.
4. Identify symptomatology associated with depression and use this information in client assessment.
5. Identify topics for client and family teaching relevant to depression.
6. Describe appropriate interventions for behaviors associated with depression.
7. Discuss various modalities relevant to treatment of depression.

8. Mood disorders—bipolar disorder

1. Identify predisposing factors in the development of bipolar disorder.
2. Discuss implications of bipolar disorder related to developmental stage.
3. Identify symptomatology associated with bipolar disorder and use this information in client assessment.
4. Formulate diagnoses and goals of care for clients with bipolar disorder.
5. Identify topics for client and family teaching relevant to bipolar disorder.
6. Describe appropriate interventions for behaviors associated with bipolar mania.
7. Describe relevant criteria for evaluating care of clients with bipolar mania.
8. Discuss various modalities relevant to treatment of bipolar disorder.

9. Personality disorders

1. Compare stages of personality development according to Sullivan, Erikson, and Mahler.
2. Identify various types of personality disorders.
3. Describe symptomatology associated with borderline personality disorder and antisocial personality disorder, and use these data in client assessment.
4. Identify predisposing factors for borderline personality disorder and antisocial personality disorder.
5. Discuss various modalities relevant to treatment of personality disorders.

10. Anxiety disorders

1. Differentiate among the terms *stress*, *anxiety*, and *fear*.
2. Differentiate between normal anxiety and psychoneurotic anxiety.
3. Describe various types of anxiety disorders and identify symptomatology associated with each. Use this information in client assessment.
4. Identify predisposing factors in the development of anxiety disorders.
5. Formulate diagnoses and outcome criteria for clients with anxiety disorders.
6. Describe appropriate interventions for behaviors associated with anxiety disorders.
7. Identify topics for client and family teaching relevant to anxiety disorders.
8. Evaluate care of clients with anxiety disorders.

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9. Discuss various modalities relevant to treatment of anxiety disorders.

11. Substance-related disorders

1. Define abuse, dependence, intoxication, and withdrawal.
2. Discuss predisposing factors implicated in the etiology of substance-related disorders.
3. Identify symptomatology and use the information in assessment of clients with various substance-use disorders and substance-induced disorders.
4. Identify topics for client and family teaching relevant to substance-use disorders and substance-induced disorders.
5. Describe relevant outcome criteria for evaluating care of clients with substance-use disorders and substance-induced disorders.
6. Discuss the issue of substance-related disorders within the healthcare professionals.
7. Define codependency and identify behavioral characteristics associated with the disorder.
8. Discuss treatment of codependency.
9. Describe various modalities relevant to treatment of individuals with substance-use disorders and substance-induced disorders.

12. The bereaved individual

1. Describe various types of loss that trigger the grief response in individuals.
2. Discuss theoretical perspectives of grieving as proposed by Elisabeth Kübler-Ross, John Bowlby, George Engel, and J. William Worden.
3. Differentiate between normal and maladaptive responses to loss
4. Discuss grieving behaviors common to individuals at various stages across the life span.

13. Victims of abuse or neglect

1. Describe epidemiological statistics associated with intimate partner abuse, child abuse, and sexual assault.
2. Discuss characteristics of victims and victimizers.
3. Identify predisposing factors to abusive behaviors.
4. Describe physical and psychological effects on the victims of intimate partner abuse, child abuse, and sexual assault.
5. Identify diagnoses, goals of care, and appropriate interventions for care of victims of intimate partner abuse, child abuse, and sexual assault.
6. Evaluate care of victims of intimate partner abuse, child abuse, and sexual assault.
7. Discuss various modalities relevant to treatment of victims of abuse.

14. Eating disorders

1. Identify and differentiate among the various eating disorders.
2. Describe symptomatology associated with anorexia nervosa, bulimia nervosa, and obesity, and use the information in client assessment.
3. Identify predisposing factors in the development of eating disorders.
4. Describe appropriate interventions for behaviors associated with eating disorders.
5. Identify topics for client and family teaching relevant to eating disorders.

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6. Discuss various modalities relevant to treatment of eating disorders.

Suggested text:

- **Mary Townsend Psychiatric Nursing 8th edition**
- Kaplan E-Books are available for free from Amazon.
 - To use it, you must download the kindle app.

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Addendum 2

REQUIREMENTS FOR PSYCH CLINICAL CLEARANCE

Contact information for Mary Templeton:

Phone: 201-692-2887

Fax: 201-692-2388

Email: mtemplet@fdu.edu

Clearance Steps:

Step 1: Health Clearance

1. Annual physical exam and updated vaccination reports should be sent to Student Health Services. You must contact them to confirm that you are medically compliant. For a full listing of health requirements check the Student Health website: <http://view.fdu.edu/default.aspx?id=1072>
Student Health Services: 201-692-2437 (phone) 201-692-2642 (fax)
2. A current certificate is required for BLS for Health Care Professionals by American Heart association and must be submitted to **Mary Templeton**
3. A current RN License is also required and should be submitted to **Mary Templeton**. Renew biannually.
4. Malpractice insurance is required for student Nurse Practitioner. This should be submitted to **Mary Templeton** (1million/6million) Renew annually.
5. Criminal background check. An Initial background check and an annual background check are required. You may only use TABB, Inc for these. See pages 11+ of this document
6. 11 panel urine drug test. This needs to be done only once, through TABB before the start of the Advanced Health Assessment course. See pages 11+ of this document.

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- a. For criminal background and urine drug test visit FDU's website (www.fdu.edu) and type TABB in the search bar and choose the link for [Housestaff Disclosure and Authorization Form](#). Please be sure to read and follow the instructions carefully.
- b. Email a copy of your non-medical documents (Items 2-6) to Mary Templeton at: mtemplet@fdu.edu.

Step 2:

- a. **Preceptor form and Preceptor Resume:** Complete the preceptor form, have the preceptor sign it, then send it to Dr. Dettmore along with a Preceptor resume at dettmore@fdu.edu or fax it to 201-692-2388 with a cover page. **(No handwritten forms will be accepted.)**
- b. Once Dr. Dettmore approves it, she will then forward the form to Marian Rutherford (marian@fdu.edu) to process.
- c. Marian Rutherford will process your preceptor form only when you are cleared by Mary Templeton and Student Health Services.

Submission Deadline Date for Steps 1 and 2

Spring Semester **Dec 1*** Summer Semester **April 15*** Fall Semester **Aug 1**

Step 3:

3. **Registration forms** will be handed out in class. If you do not receive a form, or your instructor does not hand them out, please contact Dr. Dettmore at dettmore@fdu.edu.
 - a. You **MUST** fill out a 4 ply registration form. Email registrations will not be accepted any longer and registration forms will no longer be emailed to you. There is no registration for Primary care by phone or online. Once you fill out your registration form, have your Advisor sign it, you keep the yellow copy and your Advisor will have the form processed.
 - b. Please make sure your account is free of any medical (201-692-2437) or financial (201-692-2375) holds before submission.

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Advanced Psychiatric/Mental Health Nursing Practicum/Preceptor Information Request Form

Students are encouraged to find a clinical preceptor for their practicum experience. The preceptor must be either a certified Advanced Practice Nurse in Psychiatry (NP or CS) who is prescribing and conducting psychotherapy or a Psychiatrist who is willing to serve as a preceptor. The preceptor must be willing and able to oversee your practicum experience in the location you choose. If you are unable to find a preceptor, please speak with your faculty advisor for assistance.

This preceptor form must be FULLY COMPLETED, TYPED and sent via e mail to Professor Dettmore for approval. dettmore@fdu.edu Upon approval, Professor Dettmore will then forward your approved form to Marian Rutherford to secure your clinical placement. There will be NO exceptions to this process. Please note that a NEW request must be submitted for each clinical semester.

**ALL INFORMATION REQUESTED IS NECESSARY, AN INCOMPLETE FORM WILL
DELAY YOUR CLINICAL START.**

Submission Deadline Date

Spring Semester **Dec 1** Summer Semester **April 15** Fall Semester **August 1**

Date submitted _____

Semester/Year

Spring 201 _____

Summer 201 _____

Fall 201 _____

Psych NP I _____

Psych NP II _____

Fairleigh Dickinson University Guidelines for Psychiatric-Mental Health APN Students

Psych NP III _____

Student's First Name _____ Last Name _____

Telephone Home _____ Work _____ Cell _____

E mail (FDU student e mail only) _____

Place of Employment/Unit _____

Preceptor Information

Preceptor Name/Credentials/Title _____

Preceptor E mail address _____

Is this a new Psychiatric clinical site for you? Yes ___ No ___

Is your preceptor site in a private office? Yes ___ No ___

Will you be at a hospital with your preceptor? Yes* ___ No ___

If yes, what hospital? _____

Is your preceptor site totally hospital based? Yes* ___ No ___

***If part or all of your preceptorship is in a hospital, you must contact the appropriate authorities at the hospital for clearance prior to the start of your clinical experience; which would be either the Director of Nursing Education or Medical Education, whichever is appropriate for that hospital.**

Contact information of person responsible for this Psychiatric practice, or person who would be authorized to sign a Letter of Agreement to utilize this particular site. (MD is generally responsible for the practice; this is not the NP unless he/she owns the practice)

Name/credentials/title of professional signing the agreement _____

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Legal Name of Psychiatric Practice _____

Address _____

Phone _____ Fax (required) _____ E Mail _____

Type of Practice or Specialty _____

Type of Psychiatric Services provided in which you may participate
e.g., Intakes, Multidisciplinary Treatment Planning, Individual, Group, Family
Psychotherapy

Does the potential preceptor have a Collaborative Practice Agreement that may be relevant to this preceptorship? If so, please describe.

State your goals for this practicum. (*Students, please insert the objectives that I have included in the packet. For your first course the objectives will be from the course/s #NURS 6501/6502. Do not forget to delete this note before submitting it to the preceptor.dd*)

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Objectives for Preceptor Experience

Objectives for the First Course: NURS 6501 Advanced Psych/MH Nursing I/ Families and Children 3 credits
NURS 6502 Advanced Psych/MH Nursing I/ Families and Children: Practicum– 2 credits

Upon completion of the course, the student will:

1. Provide culturally competent care to children and adolescents with acute, severe and persistent mental illness through the use of standardized assessment tools, differential diagnostic skills and interventions based on best practice standards of care.
2. Manage the care of children and adolescents with acute, severe and persistent mental illness with a focus on health promotion and disease prevention.
3. Plan and revise care of children and adolescents with acute, severe and persistent mental illness based on current research.
4. Collaborate with healthcare professionals to integrate care for children and adolescents with acute, severe and persistent mental illness.
5. Evaluate healthcare policy to improve the quality of healthcare delivery to children and adolescents with acute, severe and persistent mental illness.
6. Analyze healthcare delivery systems in order to improve the quality and safety of care provided to children and adolescents with acute, severe and persistent mental illness.
7. Apply knowledge of informatics to integrate care to children and adolescents with acute, severe and persistent mental illness.
8. Explore values and ethical issues as they relate to the care of children and adolescents with acute, severe and persistent mental illness.

Objectives for the second course of psychiatric mental health nursing: NURS 6503 Advanced Psych/MH Nursing II /Adults – 3 credits NURS 6504 Advanced Psych/MH Nursing II/Adults: Practicum – 2 credits

1. Assess mental health needs and intervene with clients with severe mental illness facilitating the development of a therapeutic relationship...
2. Consult and collaborate with health professionals in the planning, implementation and evaluation of mental health interventions with clients and their families to foster health promotion and disease prevention.
3. Conduct pharmacological assessments and identify and evaluate the agents to be used in the treatment of clients.
4. Conduct evidence-based psychotherapy with clients with severe mental illness.
5. Evaluate the efficacy of evidence-based findings on specific psychotherapeutic modalities, critically evaluating research findings supporting interventions.
6. Exemplify ethical and legal accountability in the care of individuals with psychiatric illnesses.
7. Synthesize community resources for general/physical health promotion of individuals with psychiatric illnesses.

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8. Collaborate with multi-disciplinary team to provide advanced practice nursing care for individuals with mental illnesses to explore the professional role of the APN.
9. Apply the change process to improve the delivery of care to individuals with psychiatric illness.
10. Critically analyze relevant research and evidence base advanced practice nursing, as it applies to clients with mental illness.
11. Implement culturally sensitive care to individuals with actual or potential psychiatric illnesses to include social issues relevant to patient care.
12. Evaluate the outcomes of psychiatric advanced practice nursing care for mentally ill.
13. Synthesize a theoretical base for the provision of holistic advanced practice nursing care to mentally ill individuals and variety of settings.(primary, secondary, and tertiary).
14. Advocate for patients, families and communities to provide equitable care.
15. Incorporate and evaluate innovative strategies that include the use of information technology, patient classification systems, and other technology in the delivery of mental health interventions through the advanced roles of educator, consultant and expert practitioner.
16. Conduct brief, supportive and short- term evidence-based psychotherapy with assigned clients.

Objectives for the third course in psychiatric mental health nursing: Gero psych

1. Assess mental health needs and intervene with geriatric clients with severe mental illness facilitating the development of a therapeutic relationship...
2. Consult and collaborate with health professionals in the planning, implementation and evaluation of mental health interventions with clients and their families to foster health promotion and disease prevention.
3. Conduct pharmacological assessments and identify and evaluate the agents to be used in the treatment of clients.
4. Conduct evidence-based psychotherapy with clients with severe mental illness.
5. Evaluate the efficacy of evidence-based findings on specific psychotherapeutic modalities, critically evaluating research findings supporting interventions.
6. Exemplify ethical and legal accountability in the care of individuals with psychiatric illnesses.
7. Synthesize community resources for general/physical health promotion of individuals with psychiatric illnesses.
8. Collaborate with multi-disciplinary team to provide advanced practice nursing care for individuals with mental illnesses to explore the professional role of the APN.
9. Apply the change process to improve the delivery of care to individuals with psychiatric illness.
10. Critically analyze relevant research and evidence base advanced practice nursing, as it applies to clients with mental illness.
11. Implement culturally sensitive care to individuals with actual or potential psychiatric illnesses to include social issues relevant to patient care.
12. Evaluate the outcomes of psychiatric advanced practice nursing care for mentally ill.

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13. Synthesize a theoretical base for the provision of holistic advanced practice nursing care to mentally ill individuals and variety of settings.(primary, secondary, and tertiary).
14. Advocate for patients, families and communities to provide equitable care.
15. Incorporate and evaluate innovative strategies that include the use of information technology, patient classification systems, and other technology in the delivery of mental health interventions through the advanced roles of educator, consultant and expert practitioner.
16. Conduct brief, supportive and short- term evidence-based psychotherapy with assigned clients.

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TABB INC.

Student JCAHO Compliance

SERVICE IS OUR NUMBER ONE PRIORITY

555 E. Main St., Chester, NJ 07930

TELEPHONE (908) 879-4816 / FAX (908) 879-8675

Fairleigh Dickinson University - Henry P. Becton School of Nursing Student Background and Drug Test Instructions

Dear Student:

To insure the safety of medical patients, all students who will come in contact with patients during the course of your training must undergo a criminal record search and drug screening. Fairleigh Dickinson University Henry P. Becton School of Nursing has chosen TABB INC., an agency specializing in pre-employment background investigations for the medical community, to conduct the checks for their students. The three separate background investigations processes that nursing students must undergo as your studies continue are as follows:

SCHOOL OF NURSING INITIAL BACKGROUND INVESTIGATION:

When you are notified for the first time that a background investigation is required, you must order the FDU SCHOOL OF NURSING INITIAL BACKGROUND INVESTIGATION when you access our site. This report will include a Federal Criminal search of the US District Court, an OIG List of Excluded Individuals Search and a database search that will develop all addresses where you have lived as an adult. TABB INC. has been instructed to conduct a criminal record search in the appropriate jurisdiction(s) where you have lived both past and present.

The **minimum report price** for the INITIAL BACKGROUND INVESTIGATION is **\$54.00** plus sales tax for students who have only lived in **New Jersey**. TABB INC. is required by the University to conduct a criminal search in New Jersey as well as the current state in which you reside if you are an out-of-state student. The **minimum report price** for the background

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investigation is **\$130.00** plus sales tax for students who live in **New York**. The Office of Court Administration in New York charges **\$68.00** per name to conduct the criminal check in this state. If you have more than one surname, there will be an additional charge of **\$68.00** if you live in New York. If you have lived in more than one state, TABB INC. is required to conduct a criminal check in any additional state. TABB INC. will charge **\$8.00** for each additional state we research plus mandatory state criminal search fees. **The actual charge for your background investigation will vary depending on the number of states searched.**

The initial background investigation will take between ten to fourteen businesses days to complete.

SCHOOL OF NURSING ANNUAL REPORT:

After the INITIAL BACKGROUND INVESTIGATION, you will be notified each year that you must order an FDU SCHOOL OF NURSING ANNUAL REPORT. The **minimum report price** for the ANNUAL REPORT is **\$42.00** plus sales tax for students who live in **New Jersey**. TABB INC. is required by the University to conduct a criminal search in New Jersey as well as the current state in which you reside if you are an out-of-state student. The annual search was also include a Federal Criminal search of the US District Court. The **minimum report price** for this background investigation is **\$118.00** plus sales tax for students who live in **New York**. The Office of Court Administration in New York charges **\$68.00** per name to conduct the criminal check in this state. If you have more than one surname, there will be an additional charge of **\$68.00** if you live in New York.

The annual background investigation will take between ten to fourteen businesses days to complete.

DRUG TESTING:

Health care facilities also require an eleven-panel drug screening test. TABB INC. has contracted with LabCorp for this service. There are over 3000 testing locations accredited by the Substance Abuse and Mental Health Service Administration to conduct the drug screening on your behalf. An experienced staff will provide a professional environment during the specimen collection process and a state of the art laboratory will test all positive results twice to confirm and validate the test process.

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- You will be notified via email with the laboratory locations near your home and a drug test expiration date. You must visit the drug testing site prior to the expiration date. Please be sure to include your full home address and email address during the on-line order entry process.
- Please visit one of the testing sites provided in the email. LabCorp does not conduct drug tests at all of their locations.
- The drug test registration expires. Additional charges may apply if the test is not performed by the expiration date.
- Any positive results will be reviewed by a doctor who will contact you to discuss the findings
- You must print the drug test registration form you will receive via email and bring it to the drug screening site.
- Your credit card will be charged **\$60.00** for the drug screening. The **\$60.00** charge is in addition to the background investigation described above. You will not receive instructions to conduct the drug screening until payment has been processed successfully.

BACKGROUND INVESTIGATION AND DRUG TEST ORDERING PROCESS:

If you must order a background check or drug screening, TABB INC. developed a web-based order processing and reporting system that will allow you to create your own account to meet your requirements. Please visit the following link: <https://www.backgroundinvestigationsbytabb.com/studentindex.aspx>

If you have not accessed this site previously and you have not created an account with us, please click on: **[ORDER A BACKGROUND INVESTIGATION](#)**

When following this process, you are creating an account with TABB INC. which will allow you to view the progress of your background investigation and order additional background checks should the need arise. Please answer all questions and provide accurate credit card information. Any area left unanswered or entered incorrectly will delay processing your background check and could result in additional charges. Your background investigation will not begin unless valid credit card information is provided and successfully processed. To avoid delays, please insure that accurate information is provided. Your VISA, MasterCard, Discover or AMEX account will be billed for this report and the charge will appear as TABB INC. on your credit card statement.

If you previously created an account with us, enter your email address (your email address is your username) and password in the appropriate fields. If you forgot your password, use the “FORGOT PASSWORD” option. If you are not sure if you created an account with us, use the “FORGOT PASSWORD” option and enter your email address in the username field. If

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you have an existing account, a message will appear stating that an email will be sent to the address you entered so that you may create a new password. If the following message appears- “The username you entered does not exist”, you do not have an account, you must return to the main page a click on- **ORDER A BACKGROUND INVESTIGATION** to create an account.

The School of Nursing requires an initial background investigation that includes a criminal check at all addresses where you have lived, past and present. An annual background investigation is required each subsequent year. During the course of your studies, you will be required to undergo a drug test. The drug test and the background investigation may be required at different times of the year. Your account with TABB INC. will allow you to request the different reports as required. You must be sure that you choose the correct background investigation or drug test at the correct time. Failure to order the proper report may result in the rejection of the results and require another report. Once a background investigation or drug test report is ordered, the process begins and expenses are incurred. TABB INC. will not credit charges for incorrect background investigations ordered by students. Please be sure to order the correct report.

When asked during the process- “I would like this background investigation to be associated with the following college, organization or health care facility”, choose one of the appropriate reports:

- **FDU School of Nursing Initial Background Check**
- **FDU School of Nursing Annual Report**
- **FDU Drug Test**

You will receive emails from TABB INC. advising you of the status of your account and report. Additionally, results of your background investigation will be available to you for the next five years by simply logging into your account with TABB INC. at the above website.

ONCE YOU HAVE CREATED AN ACCOUNT WITH TABB INC:

Please save the above link to our website in your favorites. You will be required to access your account as your studies progress to order additional background investigations and drug tests. When accessing your account to order additional reports after logging in, click on “REQUEST NEW REPORTS” along the top row of tabs. Read the instructions on this page and click on “SELECT ANOTHER COLLEGE, PROGRAM OR INSTITUTION”. This will

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take you to your profile and allow you to choose the appropriate report required by the University at the time. Please be sure to confirm the report you have selected. Once a report is chosen, charges will be incurred that cannot be credited if you choose the wrong option.

If you should have any questions regarding this process, please contact:

Janet Cillo

College Account Manager

908-879-4816 janetcillo@tabb.net

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Addendum 3 The Preceptor's Role and Responsibilities

The primary role of the preceptor is to teach and mentor the future psychiatric-mental health advanced practice nurse to progress to an entry level psychiatric-mental health advanced practice nursing role. The preceptor is responsible to provide a guided experience that serves to orient and integrate the student into the role of the psychiatric-mental health advanced practice nurse through integration of theory and practice as reflected in the clinical course objectives and the Scope and Standards of Psychiatric-Mental Health Advanced Practice Nursing.

Role and Responsibilities of the Preceptor as Clinician and Educator

- Identifies and discusses the needs of the student in order to meet the clinical objectives
- Directs the overall goals and objectives for the practicum experience based on course objectives
- Orients the student to the practicum setting and helps the student to navigate the organizational system
- Facilitates the incorporation of the student into the interdisciplinary process and team
- Precepts, serves as a role model, and mentors the student to meet the clinical objectives
- Assesses the nature of patient-care encounters that will enable the student to meet the clinical objectives
- Provides the student with ongoing feedback
- Evaluates whether the student's course objectives have been achieved
- Demonstrates attitudes and qualities consistent with the ethics of psychiatric-mental health nursing including respect for the student's faculty, curriculum, and program
- Assists the student to meet the core competencies for psychiatric advanced practice nursing including :
 - conducting comprehensive psychiatric evaluations;
 - initiating and interpreting diagnostic tests and procedures;
 - determining psychiatric diagnoses;
 - identifying expected outcomes;
 - developing evidence based treatment plans;
 - conducting therapeutic interventions such as individual, group, and family therapy using a standard psychodynamic, humanistic-existential, and cognitive-behavioral approaches;
 - delivering patient education;
 - providing medication prescribing and monitoring.
- Sign off on weekly clinical logs as validation of student participation.
- Evaluate the student on two occasions: mid-term and semester's end.
- All forms will be provided by the students. (See Addendum 3)

Faculty Contacts and Support

The preceptor will be contacted and visited by the faculty to assure that the clinical objectives are being met and to discuss any problems.

Contact person: Diane Dettmore (Dettmore@fdu.edu) or current director.

Phone: 201 – 692-2885

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FAIRLEIGH DICKINSON UNIVERSITY HENRY P. BECTON SCHOOL OF NURSING AND ALLIED HEALTH

GRADUATE PROGRAM: Psychiatric and Mental Health Nursing Advanced Practice Nursing

Evaluation of Student by Preceptor (2 per semester: Mid-term and Final)

Dear Preceptor,

Thank you for taking the time to significantly contribute to furthering the education of this nursing student. Please fill out the form below with the student who will return it to the faculty in charge.

Diane Dettmore (Dettmore@fd.edu) Fax: 201- 692- 2388 .Please do not hesitate to call me or call the current director.

Place a check mark in the space provided on the course that applies.

1. NURS6502 A d v a n c e d Psych I/Fam & Child: Practicum: 185 hours _____
2. NURS6504 Advanced Psych II/Adults Practicum: 185 hours _____
3. NURS6506 Advanced Psych III/Geriatrics Practicum: 185 hours _____

Preceptor Name (*Please print*) _____

Preceptor Signature _____

Student Name (*Please print*) _____

Student Signature _____

Evaluation for (Select One)

Mid-Term _____

Final _____

Clinical Specialty Area _____

Clinical Agency _____

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Purpose of Mid-term Evaluation: is to identify the student’s progress and indicated by his/her strengths and weaknesses in meeting the objectives of the course. This evaluation is to explore ways in which the objectives can be fully met for the rest of the semester. The student should return the completed form to the course faculty after the conference with the preceptor.

Final: The main purpose of the final evaluation is to determine the extent to which the student achieved the course objectives. Please fill out with that goal in mind. The preceptor’s ratings will be used by the faculty member in determining the student’s final course grade as specified in the course syllabus. The student should return the completed form to the course faculty after the conference with the preceptor one week before the end of the semester.

Performance indicators are located under each course objective. Please place a ✓ mark in the column to indicate the student’s achievement of each course objective.

Professional Behavior	Satisfactory	Needs Improvement	Not Observed
Demonstrates responsibility and professionalism in appearance, communication, collaboration, and practice.			
Evaluates cultural, ethical and spiritual aspects of client care.			
Acknowledges areas of practice where increased skill development is needed and appropriately seeks assistance.			
Manifests accountability for professional practice.			
Applies ethically sound solution to complex issues related to individuals, populations and systems of care.			
Creates a climate of patient and family centered care that includes confidentiality, privacy, comfort and emotional support.			

Comments: _____

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Interviewing Skills & History Taking	Satisfactory	Needs improvement	Not observed
Establishes therapeutic relationship with clients and families characterized by mutual respect, empathy, in collaboration.			
Modifies interviewing skills to accommodate patient circumstances, developmental level, and/or culture.			
Accurately and thoroughly:	_____	_____	_____
a. Identifies and explores chief complaint.			
b. Performs analysis of each presenting problem.			
c. Completes appropriate review of systems.			

Comments: _____

Physical/mental status examination	Satisfactory	Needs improvement	Not observed
Utilizes appropriate mental health/physical exam screening tools.			
Differentiates between normal versus abnormal findings.			
Demonstrates proficient use of instruments/screening tools used during physical/mental status exams.			

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Comments: _____

Assessment	Satisfactory	Needs improvement	Not observed
Identifies accurate, complete problem list.			
Formulates and prioritizes diagnoses accurately.			
Employs screening and diagnostic tools and strategies to formulate diagnoses.			
Utilizes advanced health assessment tools to differentiate between normal and abnormal findings.			
Establishes priorities of care for health promotion and maintenance			
Utilizes chart data and health records to formulate accurate diagnoses.			
Synthesizes subjective and objective data to formulate differential diagnoses.			

Comments: _____

Plan	Satisfactory	Needs improvement	Not observed
Provides a mutually acceptable plan of care in order to maintain client dignity and collaboration.			
Promotes full spectrum healthcare that includes health promotion, disease prevention, health			

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protection disease management counseling, palliative and end-of-life care.			
Makes appropriate referrals to provide full spectrum healthcare services to clients and families.			
Utilizes appropriate pharmacological strategies.			
Utilizes appropriate nonpharmacological strategies.			
Provides appropriate education/anticipatory guidance to address health problems and health promotion.			
Implements evidence-based research into plan of care.			
Provides appropriate follow-up care or referral.			
Collaborates with clients, families and colleagues when providing care.			

Comments: _____

Documentation	Satisfactory	Needs improvement	Not observed
Records patient data concisely accurately using appropriate terminology and format.			
Observes organizational standards for electronic charting and protection of client/family identity.			
Communicate with healthcare delivery team in an organized, succinct, accurate, and professional manner.			

Comments: _____

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Student Evaluation of Preceptor(at end of term)

Student Name:

Date:

Responsible faculty: Diane Dettmore, Dettmore@fdu.edu or current director

Name and Location of Preceptor:

Total Number of Hours to date:

Place a check mark in the appropriate column:

Item	Yes	No	N/A	Comments
Introduced to the staff and toured clinical agency.				
Explained agency policies and procedures.				
Assisted student to identify goals/needs for clinical experience.				
Arranged time for midterm and final evaluation conferences.				
Modeled high standards of clinical competence.				
Provided ample opportunities for students to observe/participate in clinical experiences.				
Demonstrated mastery of knowledge.				
Maintained a positive attitude toward the student.				
Encouraged student towards increasing responsibility				
Met regularly with student to assess progress.				

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Informed college faculty when unsatisfactory behavior became evident.				
Arranged learning experiences for student to meet goals.				
Was available for student.				
Selected instructional methods to encourage student learning				
Assisted student to find additional resources when necessary.				
Manifested collaborative practice, including student participation.				
Encouraged student feedback.				
Maintained fair and impartial judgment of student performance.				
Additional Comments?				

Would you recommend this preceptor for the future? Circle one: Yes No

Indicate why you would/would not recommend this preceptor.

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Preceptor Site Visit by Faculty (One time during the term)

Date:	Site Visitor:
Student Name:	Preceptor Name:
Experience Type:	Institution/Agency:

Narrative of Visit:

A meeting was held between _____ from the school of nursing and _____ at : _____

The discussion focused on the following:

- 1. What could be done from the vantage point of the school of nursing to make this a richer clinical experience for students and preceptor?*

- 2. How has the student benefited to date from this experience?*

- 3. What could be done from the vantage point of the school of nursing to make this a richer clinical experience for students and preceptor?*

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4. *How has the student benefited to date from this experience?*

Site Visitor Signature

Date

Fairleigh Dickinson University Guidelines for Psychiatric-Mental Health APN Students

Summary Data: Total # of Clients seen: _____

Client age ranges: _____

Variety of Diagnoses _____

Types of treatment modalities: _____

Amount of time Spent: _____

Preceptor Name: _____

Preceptor Signature: _____

Fairleigh Dickinson University Guidelines for Psychiatric-Mental Health APN Students

CLINICAL LOG(Submitted at Midterm and Final with Preceptor's Signature)

Student Name _____

Total Hours Completed to Date _____

Practice Site _____

Month of _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Month of _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Month of _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Preceptor Name: _____

Preceptor Signature: _____