



**UT Tyler** SCHOOL OF  
**NURSING**

## PRECEPTOR GUIDE & ORIENTATION

Nurse Practitioner

Master of Science in Nursing

Post Masters Certificate



Revised 1/24/2023

**Disclaimer Statement**

These guidelines have been prepared to inform you of the selected policies, procedures, and activities within The University of Texas at Tyler's Nursing Nurse Practitioner MSN Degree and Post-Masters Certificate.

As Registered Nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act.

Dear Preceptor,

Thank you so much for agreeing to precept! The success of our program depends on dedicated health care providers such as you that are interested in contributing to the education of our students. A nurse practitioner student's clinical preceptor is one of the most important mentors they will ever have. Please accept our sincere gratitude for your willingness to share your clinical expertise and professional time with our graduate students.

This Preceptor Guide was designed for both new and experienced clinical preceptors. It is intended to provide you with information and guidance on being an effective clinical mentor for nurse practitioner students. You may access this Preceptor Guide online at any time through the UTT website:

<https://www.uttyler.edu/nursing/college/graduate/preceptor-resources.php> then click on Preceptor Resources.

We appreciate your time and effort spent on the student's behalf and welcome your comments, suggestions, and feedback.

With Warm Regards,

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### **Expectations of the Preceptor:**

1. Assist the student to become oriented to the health care facility, and organizational policies and procedures.
2. Introduce the student to the primary care practitioner role.
3. Monitor the student's ability to perform appropriate data collection, arrive at a diagnosis after determining a list of health problems, implement a plan of care, and document the events of the patient's visit.
4. Provide access to patients for the implementation of the nurse practitioner role.
5. Meet with the student prior to the clinical rotation to discuss clinical expectations, students' clinical objectives, and method of evaluation.
6. Perform a clinical evaluation using the Clinical Performance Evaluation form which will be sent via InPlace.
7. Notify faculty if the student is not progressing clinically or there is a breach in professionalism by the student.
8. Review the student's completed clinical logs via InPlace if requested.

### **Expectations of the Student:**

1. Provide the preceptor with clinical objectives appropriate to the site, course, content and requirements per the syllabus, and days/times of attendance at the facility through a preceptor agreement.
2. Collaborate with the preceptor to develop a plan for learning activities during the Preceptorship, i.e., orientation, objectives, responsibilities, and communication.
3. Perform health data collection, propose a list of health problems and arrive at a diagnosis, implement a plan of care, and document the events of the patient visit via the chart and your InPlace log.
4. Evaluate with the preceptor the content and performance of the Preceptorship.
5. Adhere to the UT Tyler Professionalism Policy for the course: The student will conduct him or herself in a professional manner at all times during the clinical Preceptorship. Proper attire with a UT Tyler name badge will be worn at all times. Tardiness and absenteeism to the site will not be tolerated. If there is a change in the preceptor agreement, it is up to the student to revise the clinical schedule and re-submit to the faculty.

### **Expectations of the Faculty:**

1. Faculty will coordinate with the student regarding clinical sites and preceptors.
2. Faculty will contact the preceptor each semester and discuss student's performance.
3. Faculty will approve clinical sites and preceptors.
4. Faculty are available to preceptors by phone and email.
5. Faculty will perform a clinical performance evaluation of the student.

## Benefits of Being a Preceptor

1. Preceptors will receive the benefit of teaching the next generation.
2. Preceptors have access to the UT Tyler library.
3. There is a \$500 dollar discount to any UT Tyler course for preceptors or their family per semester precepted. Please check this link for further information regarding this benefit at:  
<http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=546>
4. Preceptors will receive each semester a record of the number of hours precepted and can use these precepted hours for recertification.

Please see the preceptor resources for more information at:

<https://www.uttyler.edu/nursing/college/graduate/preceptor-resources.php>.

How will you evaluate the students? Please refer to the following link where you will find the evaluation form which will come to you by email each semester:

<https://www.uttyler.edu/nursing/college/graduate/preceptor-resources.php>



## The Preceptor Guide: A Vital Education Resource

Preceptors are one of the most important resources in the education of a Nurse Practitioner. The information in this handbook is offered to facilitate a satisfying experience for both you and the advanced practice student. The following information includes an overview of the advanced practice program, descriptions of the clinical courses, introductory information about the role of the clinical preceptor, faculty expectations of the students, the role of faculty in the program, and a variety of resources for you, the preceptor.

### Overview

Our program is designed to prepare an Advanced Practice Nurse competent to enter practice as a Family or Psychiatric Nurse Practitioner. The programs at the University of Texas at Tyler School of Nursing emphasize that the individual is a member of a family and a community. Primary health care by a Nurse Practitioner affects not only the individual and their illness but also the family and community through disease prevention and health promotion. A special focus is care of rural, underserved, or disadvantaged populations.

Nurse Practitioners provide nursing and select medical services emphasizing health promotion and disease prevention and diagnosis and treatment of common acute and chronic illnesses. Services include teaching, counseling, conducting, or ordering and interpreting appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic treatment and monitoring responses to treatment. As an addition to, rather than a replacement for physicians and other primary health care providers, the nurse practitioner brings a unique perspective and an important role to the primary health care environment. This advanced practice nursing role emphasizes the importance of continuity of care and collaboration with the patient and with other health care providers as essential to effective holistic health care.

In addition, all MSN students complete graduate course work in advanced nursing ethics, theory, research, professional scholarship, health promotion, and advanced statistics.

Upon completion of their course sequence as post-master's or upon completion of the master's degree program, the student is eligible to take a national certification examination. They are also eligible to request recognition to practice as an Advanced Practice Registered Nurse (APRN) in their state of licensure.

Students in the program will enroll in a sequence of population specific courses (Primary Care or Psychiatric/Mental Health Care) as the final portion of their master's degree program or as post master's students. In either case, in addition to the other courses required for the master's degree they complete the following courses:

## Courses in Core Curriculum and Course Descriptions

### **NURS 5301 Translational Science I**

Students will follow steps 0-3 of the evidence-based practice (EBP) process. Students will answer clinical questions by critical appraisal of research and explore theoretical and ethical issues in translating evidence into practice as they begin assimilating in their advanced practice role in nursing.

### **NURS 5301 Translational Science I**

Students will follow steps 0-3 of the evidence-based practice (EBP) process. Students will answer clinical questions by critical appraisal of research and explore theoretical and ethical issues in translating evidence into practice as they begin assimilating in their advanced practice role in nursing.

### **NURS 5350 Advanced Pathophysiology**

Regulatory and compensatory mechanisms as they relate to commonly occurring diseases across the lifespan are explored.

### **NURS 5352 Advanced Health Assessment for Nurse Practitioners**

This course is intended for the nurse practitioner. Incorporates integration of advanced health assessment principles and skills for comprehensive examination of clients that leads to differential diagnosis. Focus will be on common deviations from normal. Populations across the lifespan will be included.

### **NURS 5354 Advanced Pharmacotherapeutics**

Knowledge and application of advanced pharmacotherapeutic principles related to the health needs of clients. Focus will be on pharmacotherapeutic modalities utilized by advanced practice nurses while considering legal, ethical, and economic factors.

### **NURS 5111 The Advanced Practice Role**

Study of the Advanced Practice Nurse (APN) role. The evolution of the role, current and continuing issues relevant to advanced practice nursing, and clinical practice issues related to health promotion and disease prevention.

### **NURS 5324 Health Care Informatics**

This course prepares the student to utilize informatics and health care technologies in the management of individuals, groups, and organizations for the improvement of patient outcomes.

### **NURS 5325 Organizational and Systems Leadership**

This course builds on prior knowledge, continuing step 4 of the EBP process. Students will explore leadership styles/principles and their impact on healthcare delivery systems, including economic, ethical, legal and political factors. Students will analyze evidence-based quality improvement principles that include metrics to demonstrate their impact on healthcare outcomes with group and individual application.

### **NURS 5321 Health Policy for Population Health**

This course explores the reciprocity between health care policies and population health.

## FNP Specialty Courses

### **NURS 5339 Diagnostic Methods and Procedures**

Selected clinical procedures, diagnostic laboratory and imaging tests utilized by Advanced Practice Nurses (APN) are explored. Evidence based clinical decision making for selecting appropriate tests or procedures, and interpretation of diagnostic tests are evaluated.

### **NURS 5351 FNP Primary Care I**

Application of major concepts and therapies necessary for development, implementation, and provision of primary health care. Emphasis on the pediatric population and genomics knowledge needed for counseling families. Strategies to eliminate health disparities will be explored.

### **NURS 5353 FNP Primary Care II**

Application of major concepts and therapies necessary for development, implementation, and provision of primary health care with emphasis on the female population and genomics knowledge needed for counseling families. Strategies to eliminate health disparities will be explored.

### **NURS 5455 FNP Primary Care III**

Application of major concepts and therapies necessary for the development, implementation and evaluation of primary health care with emphasis on the adult and geriatric population. Strategies to eliminate health disparities will be explored.

### **NURS 5347 FNP Internship I**

Provides intensive clinical application of previous didactic content in the population foci. Refinement of clinical expertise and establishment of role identity as an advanced practitioner of nursing are expected outcomes.

### **NURS 5349 FNP Internship II**

Provides intensive clinical application of previous didactic content in the population foci. Refinement of clinical expertise and establishment of role identity as an APN.

### **NURS 5382 Capstone**

Students will synthesize evidence for a clinical problem and develop an evidence-based project building on work in prior core and clinical courses. This project will be comprised of evidence-based best practice innovations that will actualize the nursing advanced practice role in educational, administrative, and clinical environments to impact health of individuals or populations. This course is designed to fall within the final two semesters of the MSN program.

## PMHNP Specialty Courses

### **NURS 5357 Neurobiology Overview: Mental Health and Illness**

This course is foundational for advanced practice nurses caring for individuals with mental disorders as well as substance use disorders. The course focuses on key mental disorders across the lifespan. Multifactorial causes for these disorders are explored, including developmental, genetic, injury, trauma, infection, and neurodegeneration. Maintenance of homeostasis within the mind- body relationship will be examined with respect to mental disorders.

### **NURS 5359 Psychopharmacology: Prescribing Practices in Mental Health**

This course provides an overview of prescribing principles and best practices for treating mental health disorders across the lifespan. Drug action and pharmacogenomics are discussed. Polypharmacy within vulnerable populations is considered. A case-based approach is used to examine the clinical uses, neuropharmacological mechanisms, risks, benefits, and outcomes of commonly used psychotropic drugs in the context of comprehensive treatment plans.

### **NURS 5363 Differential Diagnosis of Mental Disorders**

Using a case-based approach, students develop advanced skills for the differential diagnosis of mental disorders, including observation and interviewing skills, and the use and interpretation of screening tools, laboratory tests, and behavioral assessments. Case studies will utilize the most current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* and other appropriate methodologies for diagnosing mental disorders.

### **NURS 5363 Differential Diagnosis of Mental Disorders**

Using a case-based approach, students develop advanced skills for the differential diagnosis of mental disorders, including observation and interviewing skills, and the use and interpretation of screening tools, laboratory tests, and behavioral assessments. Case studies will utilize the most current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* and other appropriate methodologies for diagnosing mental disorders.

### **NURS 5365 Psychotherapeutic Theories and Modalities**

This course provides an overview of major concepts, theories, and research related to psychotherapeutic treatments for mental disorders across the lifespan. Emphasis is placed on the integration of two content areas: psychotherapeutic case formulation and treatment planning; and the application of evidence-based brief psychotherapies for the treatment of particular disorders, symptoms and issues. Application of therapeutic approaches such as Cognitive Behavioral Therapy and Motivational Interviewing will be examined in detail through a case-based learning approach.

### **NURS 5367 PMHNP Practicum I**

This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice; and the specific mental health needs of adults and older adults. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to adults and older adults in the context of a changing health care system. (125 clinical hours)



**NURS 5368 Integrated Mental Health Care I - Adult/Gerontology**

This course integrates theory and research in clinical application of the care of adults/geriatrics by nurse practitioners. Students will provide care to adults/older adults in the clinical setting under the guidance of a clinical preceptor. Emphasis is on applying theory and research to adults and older adults experiencing complex health problems. Related professional issues will be explored in this clinical course. (125 clinical hours)

**NURS 5370 Psychiatric-Mental Health Nurse Practitioner Practicum II**

This course provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for Psychiatric Mental Health Nurse Practitioner (PMHNP) practice; and the specific mental health needs of children and families. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to children, adolescents and families in the context of a changing health care system. (125 clinical hours)

**NURS 5373 Integrated Mental Health Care II Capstone**

This course integrates theory and evidence-based practice in clinical application. Students will complete a capstone project in a mental health setting under the guidance of a clinical preceptor. Emphasis is on applying theory and research to individuals and families experiencing complex mental health problems. Related professional issues will also be explored in this clinical course. (135 hours)

## Preceptor Selection Criteria

A qualified preceptor must supervise the advanced practice student's clinical experiences. UTT SON follows the Texas Administrative Code, 219.10, as interpreted by the Board of Nursing for Advanced Practice. The complete Texas Administrative code 219.10 can be accessed by clicking the following website: [https://www.bon.texas.gov/rr\\_current/219-1.asp.html](https://www.bon.texas.gov/rr_current/219-1.asp.html) This code requires the preceptor to have the following qualifications:

### 1. Nurses:

Master's Degree in Nursing from an accredited university. Current RN license in the state where student will engage in clinical experiences. Authorized to practice as advanced practice nurse in the state in which they practice. Practicing in the advanced nursing role with at least one year of experience.

**2. Physician Assistants:** Current PA license in the state where the student will engage in clinical experiences. Practicing in the PA role with at least one year of experience

**3. Physicians:** Doctor of Medicine or Osteopathy from an accredited University. Currently licensed and practicing with at least one year of experience.

4. Area of practice must be relevant to the educational clinical practice component (role and population). (i.e., PMHNP students must be with a preceptor in a psychiatric specialty practice and FNP preceptors should have credentials as an FNP or in the role and population focus for that semester such as pediatrics or women's health.)

5. Able to provide adequate supervision, teaching, and evaluation of students for the achievement of clinical course objectives and learning needs. Telehealth teaching must be performed onsite with preceptor supervision.

6. Able to facilitate active participation of students in the delivery of health care.

7. Commitment to the concept of advanced practice nursing.



## Faculty, Student and Preceptor Roles

Education of nurse practitioner students is a collaborative endeavor that involves the preceptors (in the community), the student, and faculty members. Each has a very specific role to play in this process. The following page presents the specific collaborative roles each has in ensuring the student receives a well-rounded and educationally sound clinical experience.

### Preceptor Roles:

The primary roles of the preceptor are clinical supervisor, instructor, and evaluator. The preceptor provides access to a clinical site and the patients in the practice. The course work provides the student with the knowledge and principles required to graduate as a safe practitioner. The preceptor continues this instruction as the student observes and then gradually becomes responsible for assessment, diagnosis, treatment, health care evaluation and monitoring, health promotion and counseling that form the basis of their practice.

Preceptor supervision of students includes direct observation, review of written documentation, and verbal review of clinical management decisions. The evaluator role of the preceptor requires written feedback during the semester. In addition, ongoing and immediate informal feedback of the student's performance in the clinical setting is helpful in addressing the student's strengths/weaknesses in clinical skill building and decision making required in advanced nursing practice.

Students are expected to collaboratively complete the Self-Placement Request form in the InPlace software with information obtained from the preceptor. The preceptor will complete the agreement through InPlace. The preceptor shall also complete the Clinical Preceptor Evaluation (CPE) sent out via email through InPlace.

### Student Roles:

Students enter their clinical placement with basic information about the clinical site, course expectations and the types of clinical experiences they need to obtain. Students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in the advanced practice nursing student role.

Students are expected to negotiate their clinical schedules with the preceptors in order to fulfill the time and experience requirements for the course. As they progress in their clinical experiences, they are responsible for documenting their clinical experience through InPlace.

Each student in the primary health care courses is expected to be familiar with their current course objectives and learning outcomes and to be able to explain those to their preceptor. Also, the student is to identify specific goals for each day's clinical experience. This should be negotiated with the preceptor as should arrangements for scheduling. An example of such negotiating might be – (ex., Student – “I believe that I am comfortable now collecting the information to arrive at an initial differential diagnosis with patients coming into the clinic for common upper respiratory problems. I would like to begin doing this type of initial assessment prior to your seeing the patient. I would like to present my findings and my differential diagnosis and then have you confirm them as needed with this type of patient starting today.” Preceptor's response – “Well, I am pretty comfortable with the way we have been working, with you examining and me observing and discussing the findings, differentials, and treatment. But I understand your need to increase your independence, so let's give it a try.”).

## Faculty Members Responsibilities:

The faculty assumes overall responsibility for a course including the clinical component. In some courses, this responsibility may be shared between or among several faculty members. However, one faculty member is designated as having overall responsibility for the student's clinical experience. This faculty member works closely with the students and preceptors to assist students in achieving the course objectives. Faculty and staff in the UTT SON assure that institutional Affiliation Agreements and individual preceptor agreements are established prior to the initiation of any student clinical experience. All students enrolled in the clinical courses carry malpractice insurance through a group policy with Wortham Insurance & Risk Management.

Faculty identify clinical learning objectives specific to the program, course, and learning needs of the students. They facilitate student achievement of these objectives through provision of didactic instruction, identification of appropriate clinical facilities and preceptors, observation, and evaluation of students in the clinical setting, and establishment of close working relationships with preceptors. Faculty will discuss the student's clinical performance with the preceptor each semester.

Each course has a syllabus and contains the course objectives, schedule, assignments, projects and details of faculty expectations and requirements for successful completion of the course. Each student is assigned a clinical faculty member, who is, with your feedback, responsible for the student's course (didactic and clinical) evaluation. If your student has not provided you with a copy of the course syllabus, please ask them to print you one and bring it to you. The syllabus, along with all other course information are available online on the SON website.

In order to assure comprehensive learning, the faculty must approve the clinical sites and preceptors for each student to assure that the clinical site can provide the experiences and patients for the student to successfully complete the course requirements. (Ex. A clinic might have many adolescent patients, but the course requires in depth experiences in the care of the elderly with chronic disease processes). The emphasis of the Nurse Practitioner program on a community and family perspective makes it important that students have experiences with all age groups and stages in the lifespan. Please be aware that students will request information about your professional credentials for UTT SON's permanent records (when filling out the Self Placement Request Form). This information is a necessary requirement for our accreditation agencies.

# Preceptor, Student and Faculty Roles in Clinical Learning Experiences for the Nurse Practitioner Student

## Preceptor-Student Planning for the Clinical Experience Orientation:

The preceptor will provide a setting in which the student may see patients and gain experience in clinical practice.

- A. The student should arrange to meet with the preceptor for orientation session prior to beginning actual clinical experiences.
- B. During initial orientation to the clinical setting, the preceptor should:
  - 1. Communicate general guidelines to be used for preceptor/student
  - 2. Review advanced practice procedural and management protocols specific to the setting.
  - 3. Review expectations for documentation – the preceptor should co-sign all records and orders written by the APN student.
  - 4. Discuss overall plan for progression of student assignments in regard to number and complexity of patients.
  - 5. Review student's previous learning experiences and clinical objectives to be accomplished.
  - 6. Encourage student to identify strengths and areas for continued professional growth.
  - 7. Perform initial assessment of student's current level of proficiency through observation of physical assessment skills, and through directed, guided questioning.
  - 8. Involve student in assessment/validation/decisions about learning strategies to be employed.
  - 9. Review clinical site educational and licensure documentation, parking, dress code, etc.
  - 10. Negotiate a clinical schedule with the student. If the student will be absent on a scheduled clinical day, the student is responsible for notifying the preceptor (and their instructor) prior to the designated date/time.
  - 11. Review other clinical site-specific operational issues involved in the performance of advanced practice role responsibilities.

## Clinical Objectives:

The student should provide the preceptor with course objectives to accomplish and will collaborate with the preceptor to formulate additional individualized clinical, personal, and daily (short-term) objectives. These objectives form the basis of your collaborative precepting action plan.

Please review the course objectives with the student. Course objectives are usually broad in scope. Assure that you and the student share a mutual understanding of the expectations for accomplishing the objectives for the clinical experience. Objectives are constructed in such a way that student performance may be measured and judged against objectives.

Below are examples of clinical objectives.

## Sample Clinical Objectives:

- 1. Demonstrate advanced cardiovascular assessment.
- 2. Manage patients with selected cardiovascular health problems in a variety of settings.
- 3. Provide individualized risk factor reduction for special populations in a variety of settings.
- 4. Assess and manage common acute problems in primary care.
- 5. Interpret subjective and objective data to arrive at a correct diagnosis and two to three differential diagnoses.
- 6. Formulate an individualized management plan drawing on knowledge from nursing, medicine, pharmacology, and the behavioral sciences.

## Student Objectives

### Personal Objectives:

In addition to the clinical course objectives the student is required to formulate personal objectives, subject to approval of their preceptor and faculty member. The preceptor and the student will refine these objectives, which are specific to the student's goals for the experience and the opportunities available in your practice. Guide the student toward objectives that are realistic given the timeframe of the experience, the opportunities available and the resources required.

Consider the student's priorities and your own priorities for the student's learning. As the student accomplishes some objectives, others may emerge. As the student learns more about the opportunities in your practice setting, new goals may take shape. Below are some examples of objectives established by a preceptor and student together as additional objectives for the clinical experiences. These objectives are additional to objectives established by the faculty and reflect interests of the student and opportunities available in the practice setting.

#### SAMPLE:

1. Perform three exercise stress tests with cardiac patients
2. Perform a fundoscopic exam on 10 hypertensive patients
3. Interpret 12-lead EKGs.

### Short-term (Daily) Objectives:

In addition, the student will be identifying daily objectives to help direct their experiences. These daily objectives help to achieve the long-term course and personal objectives stated previously.

#### SAMPLE:

1. Perform cardiac auscultation as appropriate, efficiently using correct technique.
2. Obtain a social history in a manner that helps the patient feel comfortable and encourages frank disclosure.
3. Perform a pelvic examination that is organized using the correct technique for specimen collection while maintaining the patient's comfort

Periodically review the student's objectives and discuss those that have been accomplished and those not yet attained. The student should have a planned focus for each day, allowing for unforeseen opportunities. Whenever possible, plan to give the student feedback at the conclusion of each day's experience and ask the student what they learned that day and what they plan to learn during the next clinical experience.

We, the NP Program Studies faculty recognize, and appreciate, your willingness to share your time with the student. Precepting requires additional time – time to plan with the student, time to “think-out-loud” with the student, time to formulate and ask questions, time to observe student performance and coach, and time to empower the student to perform skills that you could do yourself more rapidly. Students will learn from your role modeling.

**Thank you for your willingness to share your  
experience and expertise with our Nurse Practitioner Students!**

## Contact Information for UT Tyler FNP Faculty

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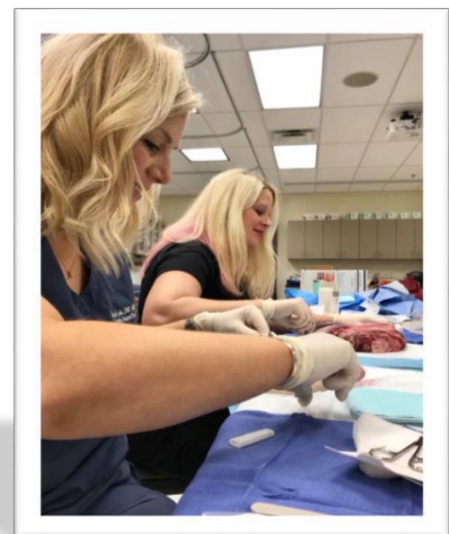
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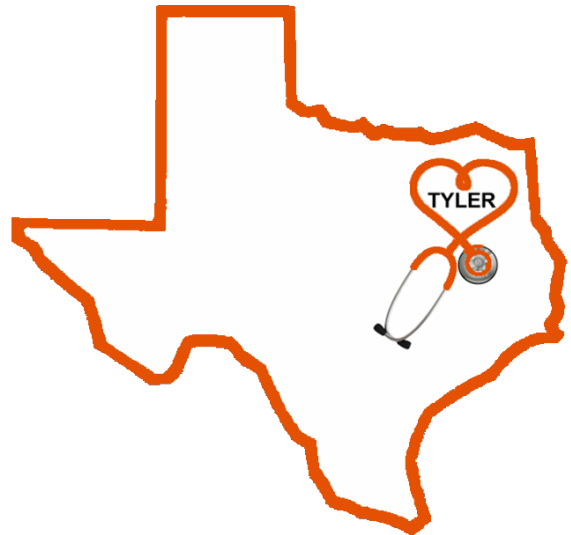
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### **Useful Link:**

#### **The One Minute Preceptor**

The One-Minute Preceptor developed by Neher, Gordon, Meyer & Stevens summarizes five user-friendly techniques that you can put to use in a busy clinic setting. Please watch this 2-minute video that you will need to cut and paste in your browser.

<https://www.youtube.com/watch?v=a3qiyniSaNg>

### **Disclaimer Statement**

This handbook has been prepared to inform you of the selected policies, procedures, and activities within the University of Texas at Tyler's Graduate Nurse Practitioner Program.

The rules and regulations of the Board of Regents, The University of Texas University System, as well as university policies described in the UTT SON shall not be superseded by this document. As Registered Nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act. The sole purpose of this handbook is to further describe how said policies specifically pertain to the University of Texas at Tyler's Graduate Nurse Practitioner Program.