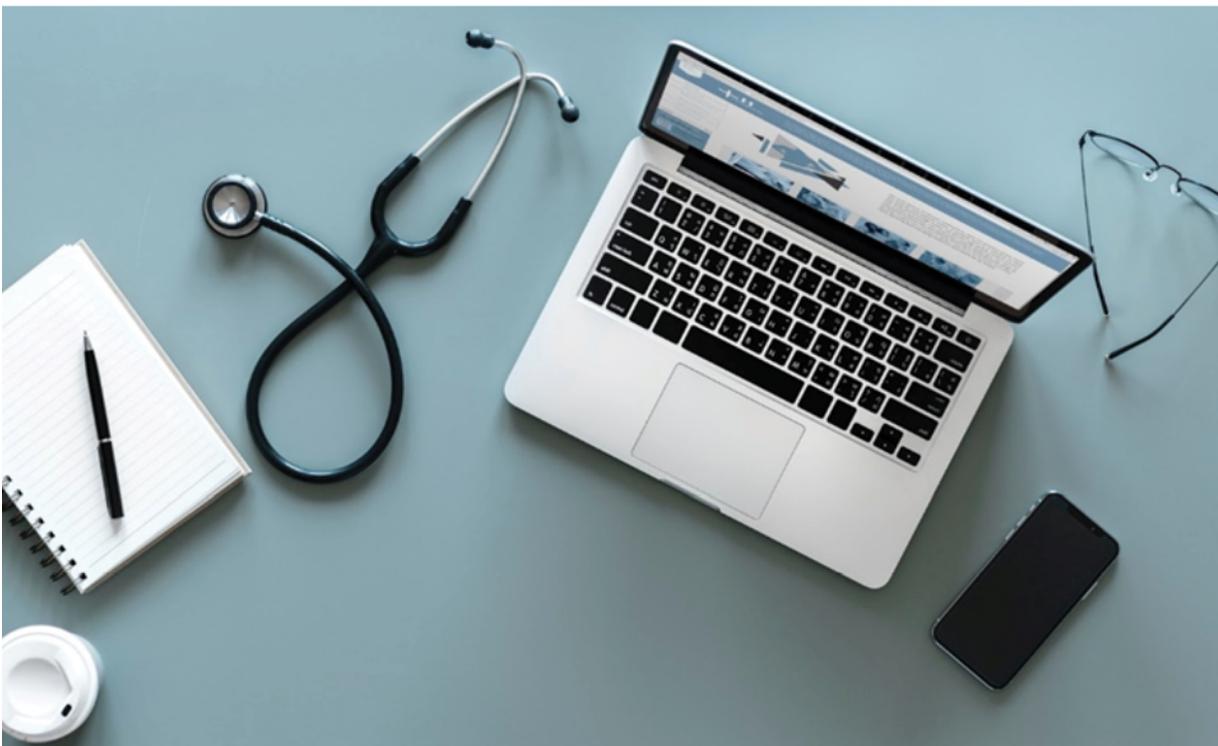




Preceptor Handbook 2023-24

Master of Science in Nursing Practicum



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Appendices

Appendix A *MSN Practice Logs for NRS 7605, 7606, 7705, 7706*

Appendix B *Timeline examples for NRS 7605 and 7705*

Appendix C

NRS 7605 Nursing Clinical Practice Specialty Experience (CPSE) Evaluation

NRS 7605 Nurse Educator Practice Experience Evaluation

NRS 7606 Nurse Educator Capstone Evaluation

NRS 7705 Nursing Leadership Specialty Experience (NLSE) Evaluation

NRS 7706 Leadership Capstone Evaluation

NRS 7605: Nurse Educator Practicum

This course comprises the nursing education practicum in selected organization(s) with opportunities to apply educational knowledge, skills, and concepts in a guided and transformational context in nursing education. Validation of advanced clinical expertise in a selected nursing specialty area is required as a significant value for nurse educators.

NRS 7606: Nurse Educator Capstone Course

This capstone course focuses on the integration of knowledge with advanced nursing practice competencies in the role of nurse educator to demonstrate attainment of program outcomes. The scholarly project provides validation of the student's ability to translate evidence into practice, improve quality outcomes, advance interprofessional collaboration, embrace diversity, and lead change in nursing education.

NRS 7705: Nurse Leader Practicum

Comprises the nurse leadership practicum focusing on management of outcomes for individuals and populations. An evidence-based practice approach is used to guide a practice experience focused in nursing leadership. Strategies to change practice for optimal outcomes are explored.

NRS 7706: Nurse Leader Capstone

Focuses on the integration of knowledge with advanced nursing practice competencies in the role of nurse leader to demonstrate attainment of program outcomes. The scholarly project provides validation of the student's ability to translate evidence into practice, improve quality outcomes, advance interprofessional collaboration, embrace diversity, and facilitate change as a nurse leader.

Ottawa University is accredited by The Higher Learning Commission, 312.263.0456,
www.ncahigherlearningcommission.org.

Non-Discrimination Statement – Students - Ottawa University is committed to equal opportunities for students and does not unlawfully discriminate in the recruitment or treatment of students on the basis of race, age, sex, color, religion, disability, national origin, sexual orientation or any other characteristic protected by law. (OU, 2010)

Dear Preceptor:

The administration, faculty and staff of the Ottawa University MSN Program would like to extend our sincere and warm appreciation for your willingness to mentor and precept one of our nursing students and share your knowledge and expertise to their learning experience.

Students look to preceptors for support, direction, and guidance --- your contribution to their success in this program and to their role as future nurse leaders is invaluable. We appreciate your collaborative relationship with the student's course faculty as well. Thank You.

Ottawa University
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Ottawa University MSN Program: Practice Experience Guide

The Ottawa University MSN program students embarking on practice experiences have successfully completed the graduate courses required as a foundation for applying their knowledge and skills in real-life situations as well as to demonstrate their achievement of the program outcomes. The concluding practicum and capstone courses for each nursing specialty track involve preceptored experiences associated with their specialty. This Preceptor Handbook will assist you as you share your valuable experience and time to facilitate our students to become exemplary OU MSN graduates.

Overview of Practice Experience

The Commission on Collegiate Nursing Education [CCNE] (2018) defines **clinical practice experiences** as “planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences may be known as clinical learning opportunities, clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice” (p. 24). AACN (2021) further states that “Practice includes both direct and indirect care experiences” (as cited in AACN, 2021, p. 62). Additionally, “Direct care refers to a professional encounter between a nurse and an actual individual or family, either face to face or virtual, that is intended to achieve specific health goals or achieve selected outcomes” (as cited in AACN, 2021, p. 62). “Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups” (as cited in AACN, 2021, p. 63).

According to *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) the primary goals of clinical learning experiences are the opportunities to demonstrate the *advanced sub-competencies* associated with the following 10 domains:

1. Knowledge for Nursing Practice
2. Person Centered Care
3. Population Health
4. Scholarship for Nursing Practice
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Information and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

In the OU MSN program, practice experiences are embedded in the practicum and capstone courses for each specialty: Nurse Educator and Nurse Leader. The practicum and capstone courses incorporate didactic as well as on-site-practice components. Students must be in the practice arena to apply new knowledge and demonstrate attainment of course and program outcomes. For each specialty track, students will select clinical and/or educational sites appropriate to course and program outcomes and will complete *MSN Practice Logs* (see Appendix A). These experiences may occur in the student’s workplace (but not during work hours) or other health care/academic settings of choice and availability. Practice experiences will require that the student obtain a preceptor to oversee/work with them to complete the practice experience(s). The preceptor must be approved by the course instructor or designee before starting the practicum. The course faculty is responsible for evaluating the student through a collaborative relationship with the preceptor and student.

The emphasis in the practicum course for the nurse educator track is two-fold. First, nurse educator students will provide direct care in a selected clinical nursing specialty area to demonstrate advanced practice nursing expertise. This requires a minimum of eight hours of direct care to be provided while overseen by a qualified preceptor. An affiliation agreement between Ottawa University and the facility should be completed for direct care experiences and may be required for indirect care experiences if the facility requests such an agreement. Ottawa University uses an Institutional Clearance Form as well (found on p.21). Secondly, nurse educator students will implement the role of nurse educator in the practice setting (e.g., classroom, lab, simulation, clinical instruction).

Similarly, in the nurse leader practicum, students will implement the role of a nurse leader in the practice setting. This is accomplished by identifying a leadership need, planning a change agent/leadership activity, and implementing the activity in the practice setting.

The capstone courses in both specialty tracks provide the opportunities for students to demonstrate attainment of program outcomes and include a scholarly project. Students develop, implement, evaluate, and present the scholarly project during the capstone. During this process, students will work collaboratively with interprofessional stakeholders in the practice setting to determine a need for a scholarly project in that area. The project reflects and demonstrates synthesis of the student's knowledge from all courses and unique practice experiences in the student's specified area. The selected project should benefit the facility as well as the student's learning and must be approved by course faculty. In order to ensure mutual benefit, students will assess their needs as well as the needs of the facility.

It is essential for students to identify their projected career path, professional goals, and areas of interest prior to identifying practice experiences for both the practicum and capstone courses. In the first specialty track course (NRS 7601 or NRS 7701), students complete an assignment in the following questions are answered to assist in preparing for the practice experiences:

1. Describe the factors that led to your choice to be an MSN-prepared Nurse Educator or Nurse Leader. What is your motivation for that choice?
2. What would you like to do as an MSN prepared Nurse Educator or Nurse Leader? What would you like to be doing in 5 years? 10 years?
3. What professional nursing goals do you have? Remember to make the goals SMART – specific, measurable, achievable, relevant, and time-bound.
4. Identify areas in nursing, nursing education, and/or nursing administration that are of great interest to you. During your experience and education, what has been the most intriguing to you? Why?

Students will review the assignment associated with the questions above as they plan for the last courses of the program. Completing a timeline for the practice experiences and scholarly project can be used to help them stay focused as they speed through these final two terms. There are examples of timelines in [Appendix B](#). No two timelines will look the same. The design of the timeline used will help the students achieve the outcomes.

Students will be evaluated by course faculty using evaluations specific to the courses and experiences (See [Appendix C](#)).

Nurse Educator Specialty Track

NRSG 7605 Nurse Educator Practicum

The major components of NRSG 7605 course include the completion of the Clinical Practice Specialty Experience (CPSE); the Nurse Educator Practice Experience; and adding to the portfolio.

Clinical Specialty Practice Experience (CSPE): For this requirement, Nurse Educator students will have the opportunity to build upon the advanced nursing foundation of the three P's (Advanced Pathophysiology, Physical Assessment, and Pharmacology) as they participate in planned direct care clinical activities in a selected nursing specialty area of interest (as identified by completing a gap analysis). This experience is overseen by preceptors who must be delivering advanced patient care in a specialized field. This typically includes management of complex disease processes in a specialty beyond the basic bedside nursing care to a specific group of patients. For example, students might select to learn more about the pain management of oncology patients or the management of hypertensive patients. Other examples of student experiences may be learning the management of complex nursing care delivery involving the work of a clinical nurse specialist, experiences with a wound specialist, or hospice care. To achieve these learning experiences, students must propose a practicum site that allows them ***direct contact with patients***. Planning for this clinical practice experience is essential to your successful attainment of The Essentials of Master's Education in Nursing (AACN, 2011) and the MSN program outcomes as a nurse educator, a direct care provider role.

Nurse Educator Practice Experience: During the second portion of NRSG 7605, students will embark upon practice in an educational setting of choice. Students select the educational setting and preceptor based on their professional goals (completed in NRSG 7601) and based on an assessment of current knowledge and skills. Students will apply educational knowledge, skills, and concepts in the educational practice setting. Examples of sites for the supervised practice experience include nursing education programs at community colleges, colleges, universities; staff development programs at hospitals, clinics, and community-based agencies or settings.

Portfolio: A portfolio was initiated during a previous course and in the practicum, and additional documents will be submitted to substantiate student progress in attaining the OU MSN Program Student Learning Outcomes (PSLOs).

NRSG 7606 Nurse Educator Capstone

The major components of NRSG 7606 course include the Scholarly Education Project (SEP) and completion of the MSN Portfolio.

Scholarly Education Project (SEP): During the capstone, students will work collaboratively and demonstrate leadership skills with interprofessional stakeholders in the *educational practice setting* to determine a need for a scholarly project in that area that will benefit the facility as well as the student. The Scholarly Educational Project (SEP) will be designed, implemented, presented, and evaluated in this capstone course. A qualified preceptor in the setting is needed. The project is informed by the synthesis of nursing and educational theory, research, instructional approaches to learning and assessment strategies.

As part of the SEP, students will author a professional paper and provide a presentation that tells the reader (professors, peers, educational institution, and professional colleagues) exactly why this project was chosen, how it was completed in the setting, project outcomes, and how this will benefit the stakeholders involved. Portions of the paper are submitted at different intervals for feedback, and then feedback is incorporated into the final product – both a paper and a presentation. The final paper, along with other artifacts, will then be housed in the academic/professional portfolio as evidence of meeting the terminal student learning outcomes of the MSN Educator program at Ottawa University.

Portfolio: A portfolio was initiated in a previous course and during the practicum additional documents are submitted to substantiate student progress in attaining the OU MSN Program Student Learning Outcomes (PSLOs). The portfolio is completed and submitted in final form during this course.

Nurse Leader Specialty Track

NRSG 7705 Nurse Leader Practicum

The major components of the Nurse Leader Practicum are implementing the role of a nurse leader in the practice setting and contributing to your portfolio. Implementation of the nurse leader role is accomplished by identifying a leadership need, planning a change agent/leadership activity, and implementing the activity in the practice setting. Additionally, students will complete two papers addressing emotional intelligence and staff turnover.

Portfolio: A portfolio was initiated during a previous course and in the practicum; students will be submitting additional documents to substantiate progress in attaining the OU MSN Program Student Learning Outcomes (PSLOs).

NRSG 7706 Nurse Leader Capstone

In this course, the Scholarly Leadership Project (SLP) provides the opportunities for students to demonstrate attainment of program outcomes and culminate in a scholarly project. Students develop, implement, evaluate, and present the scholarly project during the capstone. During this process, students will work collaboratively with interprofessional stakeholders in the practice setting to determine a need for a scholarly project in that area. The project reflects and demonstrates synthesis of the student's knowledge from all courses and unique practice experiences in the student's specified area. The selected project should benefit the facility as well as the student's learning and must be approved by course faculty. In order to ensure mutual benefit, students will assess their needs as well as the needs of the facility. Portions of the paper are submitted at different intervals for feedback, and then feedback is incorporated into the final product – both a paper and a presentation. This final paper, along with other artifacts, will then be housed in the student's academic/professional portfolio as evidence of meeting the terminal student learning outcomes of the MSN Leader program at Ottawa University.

Portfolio: A portfolio was initiated in a previous course and during the practicum additional documents are submitted to substantiate student progress in attaining the OU MSN Program Student Learning Outcomes (PSLOs). The portfolio is completed and submitted in final form during this course.

References

American Association of Colleges of Nursing [AACN]. (2021). *The essentials: Core competencies for professional nursing education*. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

Commission on Collegiate Nursing Education [CCNE] (2018). *Standards for accreditation of baccalaureate and graduate nursing programs*. Author.

Overview of MSN Program

Ottawa University Nursing offers a graduate nursing program which leads to a Master of Science in Nursing (MSN), and is specifically designed for the registered nurse (RN) who has graduated from an accredited baccalaureate nursing program. The nursing major courses are designed and delivered in a 100% online format. Designated application-based projects and practice experiences are achieved in specific course assignments that require the MSN candidate to select a project experience in a clinical practice, other health care and/or an educational setting. These experiences are used to meet the individual course objectives and completion of specific assignments for these particular courses. There is not a requirement for specific practice hours but rather the student spends the time needed on these projects in order to meet/fulfill the learning outcomes for that course. These experiences are designed to promote opportunities for the student to graduate level knowledge and skills in real-life situations as well as demonstrate achievement of the program outcomes to be prepared for advanced nursing practice.

Department of Nursing Program Goals - MSN

The MSN program's goals are committed to the following:

1. Promote excellence in nursing education that is consistent with current and future trends to meet the diverse health care needs of individuals, families, groups, communities, and populations.
 2. Develop servant leaders in a variety of nursing settings that embody professional competence and cultural humility.
 3. Enhance student development of collaborative skills so they may function as transformational leaders across healthcare, educational systems, and other professional environments.
 4. Foster a culture of commitment to lifelong learning and professional development for faculty as well as students based on Christ-inspired values.
 5. Uphold the best interests of students, faculty, customers, groups and communities with which we partner.
-

To request assistance:

Contact Ottawa University and ask for the Nursing Department whenever you have a question or need assistance:

School of Nursing Staff Office Hours:

9:00 a.m. – 5:00 p.m. CT Monday-Friday

School of Nursing Faculty Office Hours:

See hours posted in Course Syllabus or via announcements

Phone Number: (913) 451-1431

Fax Number: (913) 273-1700

Mailing Address:

Ottawa University

4370 West 109th Street

Suite 200

Overland Park, Kansas 66211

Director of Nursing: Ruth Burkhart, DNP, MSN, MA, RN-BC, LPCC

ruth.burkhart@ottawa.edu

(913) 451-1431 -- office phone

(575) 644-6947 -- cell

MSN Program Director: Diann DeWitt, PhD, RN, CNE

diann.dewitt@ottawa.edu

(602) 749-5208 (office)

(520) 895-4071 (cell)

NOTE: Immediate Contact for Concerns or Issues:

In the extremely rare event that potential issues arise related to professional misconduct or possible chemical impairment, Ottawa University has policies in place that are contained in its Student Handbook for Ottawa University Adult, Professional & Graduate Students. The faculty member will deal with such situations immediately when informed by the preceptor. Please contact the faculty member for any concerns as soon as possible.

Department of Nursing Mission Statement

As an integral component of Ottawa University, the Nursing Program embraces the University's mission of providing the highest quality liberal arts and professional education in a caring, Christ-inspired community of grace and open inquiry. We are committed to excellence in nursing education that empowers our nursing graduates as servant leaders to improve health outcomes for individuals, families, groups, and communities in diverse population settings.

Department of Nursing Philosophy

The Nursing Programs support Ottawa University's mission and vision of serving adult learners and organizations through its programs in order to prepare diverse student populations for lives of enlightened faith, exemplary service, inspired leadership and personal significance. *The Essentials of Baccalaureate Education for Professional Nursing Practice* [American Association of Colleges of Nursing (AACN), 2008] and *The Essentials of Master's Education in Nursing* (AACN, 2011) serve as the framework for designing and guiding the nursing educational programs. In addition, other important professional nursing guidelines that support the curriculum design are the following: *The Guide to the Code of Ethics for Nurses: Interpretation and Application* (American Nurses Association, 2015); *The Code of Ethics for Nurses with Interpretive Statements* (American Nurses Association, 2015); *Scope and Standards of Practice* (ANA, 2015); *Guide to Nursing's Social Policy Statement* (ANA, 2015); and, the educational competencies of the various levels of nursing education (AACN, 2008, AACN, 2011, NLN, 2012). These professional standards and guidelines provide a strong foundation for the Nursing Programs that will prepare professional nurses as leaders in a variety of settings. The faculty members serve as mentors, role models, and guides to facilitate the student's successful journey through the chosen program of study. They are committed to providing a high-quality nursing education that recognizes previous knowledge and experience in an effort to promote an advanced learning environment and appreciation for reflective nursing application while, at the same time, making every effort to reduce unnecessary repetition. Most importantly, the nursing department incorporates a set of core values that serve to guide the work of those striving to fulfill its mission. Those values consist of the following: Honesty, Trust, Fairness, Respect, Responsibility, Leadership, Professionalism, Innovation, and Diversity. It is also important to note that a liberal education in arts, sciences, and humanities, emphasized alongside the nursing education major courses, is valued in the Ottawa University Nursing Programs. This comprehensive approach results in graduates prepared to practice evidence-based nursing, effective communication, quality interprofessional collaboration, servant leadership, ethical decision-making and holistic care. The intent of this preparation is for graduates to improve health outcomes for diverse populations.

MSN Program Outcomes:

Upon completion of the program, students will:

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

PLEASE NOTE: *The MSN Program Student Learning Outcomes (PSLOs) are updated below based upon the AACN New Essentials (2021) and are being integrated into the MSN program:*

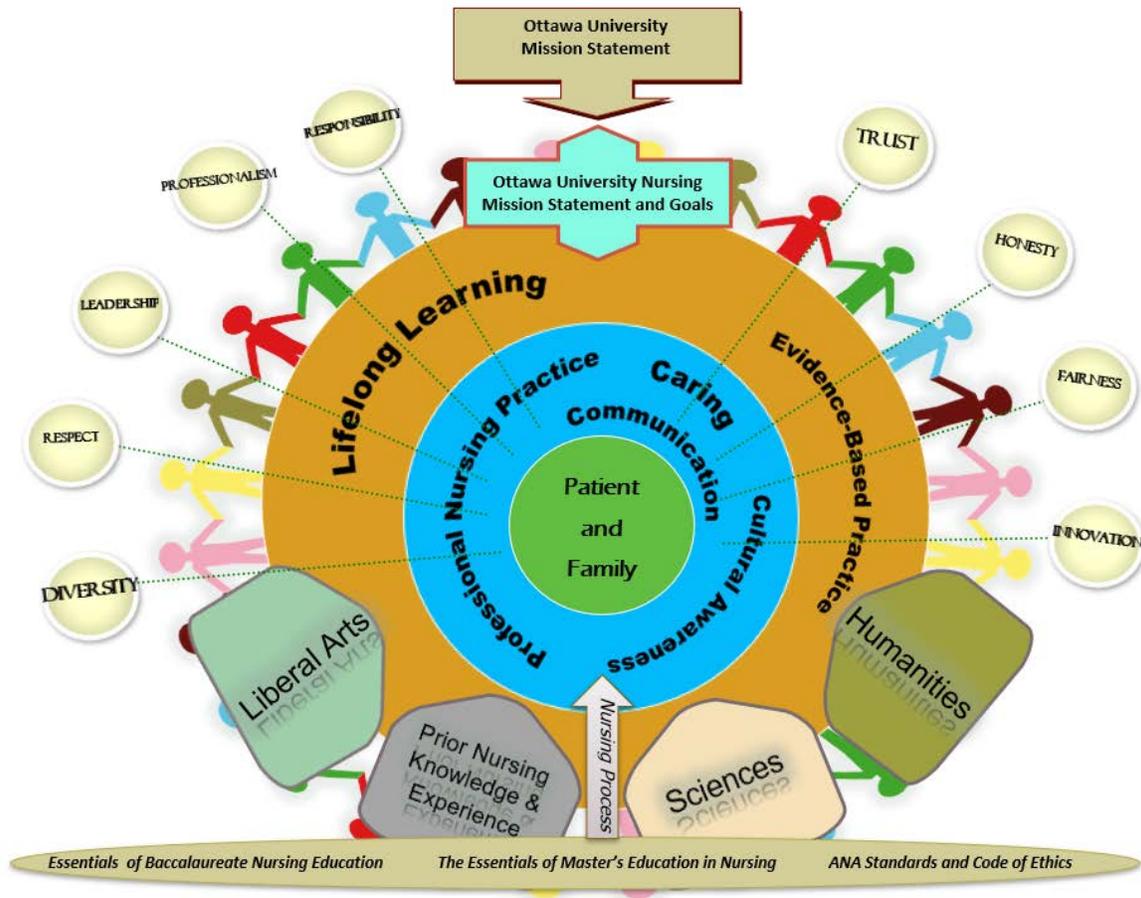
Upon completion of the OU MSN Program, the graduate will:

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to inform education, practice, and research.
2. Model compassionate, holistic person-centered care of diverse individuals, families, groups, populations, and their communities.
3. Create partnerships that promote equitable health outcomes and effective advocacy policies to address the social determinants of health across the continuum of care.
4. Engage in scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention, wellness, and population health.
5. Employ a culture of quality and safety, using improvement science, that advocates for change from an advanced nursing practice perspective.
6. Model advanced level interpersonal collaboration and leadership to improve health systems and outcomes.
7. Champion health care policy, finance, and regulatory issues that promote diversity, equity, and inclusion within complex systems of healthcare.
8. Analyze information management and healthcare technologies for strategic planning in the delivery of advanced nursing care in complex healthcare systems.
9. Advocate for consistent application of ethical and legal standards that advance diversity, equity, and inclusion in all nursing arenas.
10. Personify an individual nursing commitment to self-care, lifelong learning, and leadership development to advance the nursing profession.

Course Student Learning Outcomes (CSLOs) are also in process of updating as well due to AACN's New Essentials (2021)

Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.

The below illustration depicts the conceptual framework of Ottawa University Nursing and is a product of the philosophy, mission, values, and goals that shape the organizational components of the curriculum:



Practice Experience Requirements



Basic Requirements

Students must comply with the requirements for the program as specified in the Student Handbook.

Practice Experience Requirements

Students enrolling in **NRSG 7605: Nurse Educator Practicum, NRSG 7606: Nurse Educator Capstone Course, NRSG 7705: Nurse Leadership Practicum or NRSG 7706: Nurse Leadership Capstone Course**, must ensure the following are documented and current in their University student file for the duration of the respective courses:

1. Current, unrestricted U.S. RN Licensure (in the state where practicum will be completed)
 2. Documentation of current immunizations
 - It is the student's responsibility to meet all immunization requirements specified by a facility. If students participate in international practice experiences, additional immunizations may be required. The Center for Disease Control and Prevention Travel Advisory Guidelines for the specific region or country will be used to determine requirements.
 3. Documentation of freedom from active tuberculosis within the past year or per employer/agency policy where test administered and read (proof will vary depending on results).
 4. Current CPR certification
 5. Influenza vaccine (seasonal) – as mandated by the guidelines/policies of the selected facility (student to inquire)
 6. Additional documents and/or tests required by the facility where a student is completing their practice experience. It is the responsibility of the student to check with the individual facility in which he/she wishes to participate in order to determine if any additional requirements exist. *Please Note:* Students are responsible for any costs associated with additional immunization, titers, and/or physical exam/other requirements not outlined in the nursing program admission criteria.
- *Note: The University will not assign students who do not have documented proof of required immunizations on file.

Students must maintain satisfactory professional behaviors including, but not limited, to the following:

1. Respecting client and facility confidentiality.
2. Preventing conflicts of interest in regard to preceptors, facility sites and job responsibilities.
3. Fulfilling all obligations involving preceptor, including being punctual for scheduled appointments, completing all mutually agreed upon activities, and initiating communication as necessary to keep preceptor fully informed.
4. Functioning within the student role during the practice experience.
5. Dressing in professional attire and wearing an Ottawa University student identification name tag.
6. Demonstrate personal maturity; be goal directed and able to make decisions and take action.
7. Demonstrate flexibility in adapting to change.
8. Accept and provide constructive feedback and suggestions.
9. Accept responsibility for own behavior.
10. Seek appropriate supervision and/or consultation when necessary.
11. Do not take photos or videos of clients/patients on personal devices including cell phones.

In addition, it is the student's responsibility to notify the instructor and the facility in advance of any absence from or tardiness to the practice setting prior to the scheduled practice experience. In the event of severe weather conditions or emergency situations in their local area, students should always maintain their personal safety and when possible, communicate with course faculty and the designated preceptor. Arrangements to make up the missed practicum experience must be made by the student.

Course-Specific Requirements

Students are responsible for meeting all requirements mandated in course syllabi.

Qualification of the Preceptor

- ❖ MSN or higher
- ❖ At least 2 years' experience in current role or permission by Director of Nursing

Role and Responsibilities of the Preceptor

- ❖ Completes Preceptor Contact Information and contract and returns to Ottawa University Nursing Program administration; ensures supervisor or equivalent completes the Institutional Clearance to Precept
- ❖ Orient the student to organizational policies and procedures specific to the setting
- ❖ Assist student to coordinate the practice experience with the course faculty
- ❖ Assist students to identify and collaborate with interprofessional stakeholders in the practice setting
- ❖ Review course outcomes/objectives with the student and contact the course faculty member if questions arise
- ❖ Maintain weekly or more frequent communication with course faculty and student
- ❖ Serves as a role model, resource person, and consultant to the student
- ❖ Recommend activities and direction that will assist the student to meet the course outcomes/objectives
- ❖ Verify OU MSN Practice Logs
- ❖ Notify the faculty, as well as the facility, of any incident requiring formal report or complaint
- ❖ Notify Ottawa University and student at least 2 weeks in advance if unable to complete the contract
- ❖ Contributes to the evaluation performance of the student using the provided practice experience evaluation tool

Role and Responsibilities of the Preceptor's Supervisor or Equivalent

- ❖ Completes Institutional Clearance to Precept and returns document to Ottawa University Nursing Program administration

Role and Responsibilities of the Student

- ❖ Select a clinical practice site for practice experiences
- ❖ Identify and contact qualified preceptors in the practice setting
- ❖ Submit preceptor resume and contact information for faculty approval of preceptor
- ❖ Review course outcomes/objectives with preceptor
- ❖ Arrange with preceptor a schedule for specific dates and times for the practice experience
- ❖ Collaborate with preceptor and interprofessional stakeholders in the practice setting to meet the course outcomes/objectives
- ❖ Any problems or concerns that arise during the preceptorship must be reported to the preceptor and the course faculty immediately
- ❖ Adhere to all policies and procedures specific to the practice setting during the practice experience
- ❖ Demonstrates professionalism in behavior and dress at all times
- ❖ Evaluate preceptor and practice experience site upon completion of each practice experience

Role and Responsibilities of the Course Faculty for Practice Experiences

- ❖ Assist students in selection of preceptor and practice site
- ❖ Approves preceptor and practice site
- ❖ Assist with facilitating an affiliation agreement with site, as requested and needed
- ❖ Sends to preceptor:
 - Copy of contract with preceptor and faculty signatures
 - Faculty contact information
 - Course syllabus
- ❖ Notifies student when documentation is complete, and the student may begin practice experience
- ❖ Send copy of Nursing Practicum Handbook for Preceptors to selected preceptor
- ❖ Provide verification of student's immunization record upon institutional request
- ❖ Collaborate with student and preceptor during the practice experience
- ❖ Provides supervision through telephone, email and/or virtual internet connection capabilities with student and preceptor
- ❖ Complete evaluation of the student in the practice setting by collaboration with student and preceptor

STUDENT

Each student is responsible for obtaining their own practice experience site and the site must be approved by Ottawa University Nursing. The student is responsible for making the initial contact with the site, as well as obtaining his/her own transportation to and from all facility sites. The student is also responsible for notifying the OU nursing program administration office of their current RN license status; CPR expiration date; and current immunizations list, as well as:

- Verifies if an affiliation agreement is needed with facility; if so, contacts academic advisor of this need
- Read and review Ottawa University Nursing Preceptor Guide; selects preceptor and completes Pages 19-22
- Ensures preceptor is aware of returning designated forms within this packet
- Ask questions of faculty, lead MSN faculty, academic advisor and/or nursing administration, as needed
- In addition to the safety/infection-control videos provided within the course, students must follow the facility and agency policies on Blood Borne Pathogen control and exposure for all practice experiences

COURSE FACULTY

- Assists with facilitating an affiliation agreement with site, as requested and needed
- Send copy of Preceptor Guide to selected preceptors
- Discuss with preceptors the assignment of students and address questions, as needed
- Adjust assignments as necessary
- Provide verification of student's immunization record upon institutional request

PRECEPTOR

- Completes Preceptor Contact Information along with resume and Contract and returns it to Ottawa University Nursing Program administration; ensures supervisor or equivalent completes the next step.

PRECEPTOR'S SUPERVISOR OR EQUIVALENT

- Completes Institutional Clearance to Precept and returns document to Ottawa University Nursing Program administration

FACULTY AND/OR PROGRAM DESIGNEE:

Sends to preceptor:

1. Copy of contract with preceptor and faculty signatures
2. Faculty contact information
3. Course syllabus
4. Notifies student: Documentation complete; student may begin practice experience

MASTER OF SCIENCE IN NURSING

Preceptor Contract

I, _____ agree to serve as a preceptor
 (Preceptor: Name and Credentials)

for _____
 (Student Name) (OU ID Number)

for _____ at _____
 (Course) (Facility Name)

 (Address) (City) (State) (ZIP)

 (Phone)

Beginning Date: _____ Completion Date: _____

I accept the following list as my responsibilities for serving as a preceptor during this timeframe. I will:

- Serve as a role model, resource person and consultant to this assigned student.
- Assist in coordinating their practice experience with the assigned faculty of Ottawa University.
- Recommend activities and direction to assist the student in meeting the course outcomes/objectives.
- Verify by signature the presence of the student at agreed upon onsite dates and times.
- Assist the student and faculty with determining the degree to which the student has met the learning outcomes for the practicum.
- Notify the University and student at least two weeks in advance if unable to complete this contract.
- Notify the faculty, as well as the facility, of any incident requiring formal report or complaint.

I attest to the fact that the proposed student is not related to me, is not my immediate supervisor, and is not my employee or subordinate.

Preceptor Signature: _____ Date: _____

Preceptor Name and Title: _____
 PLEASE TYPE OR PRINT

Note: Please return this form to the Ottawa University Nursing Administration office. You may scan and email, fax or return by postage.

To Preceptor: In addition, please review the following:

Please complete this form and then submit the form on Page 16 to your supervisor. Your attention to the timely return of these forms is very much appreciated as the student cannot start their practicum until all documentation is returned.

Ottawa University faculty are responsible for coordinating, monitoring and evaluating the student's practice experience. These are the responsibilities of the faculty:

- Contact the preceptor to discuss the assignment of the student and address any questions they may have.
- Notifies the preceptor of their contact information and responds with questions in a timely manner.
- Submits the course syllabus to the preceptor.
- Provides supervision through telephone, email and/or virtual internet connection capabilities with students and preceptors.
 - The Nursing Program notifies the preceptor at least two weeks in advance if a decision is made to terminate the contract.

 Ottawa University Faculty Signature Date

Preceptor and Student complete below form and student is to return form to Ottawa University faculty, program designee, or as instructed. Please include a current resume from the preceptor.

For Courses: NRSB 7605; NRSB 7606; NRSB 7705; NRSB 7706

STUDENT

Clinical Course _____

Student _____

Current Address _____

Work Phone _____ Home Phone _____

Cell Phone _____ Email _____

EMERGENCY CONTACT

Emergency Contact _____ Relation to Student _____

Emergency Contact Phone Number _____

Permission to Contact in Case of an Emergency Yes Student's Initials _____

PRECEPTOR

PLEASE ATTACH A CURRENT RESUME

Name and Credentials _____

Nursing School (Name/Year Received MSN Degree) _____

Mailing Address _____

Work Phone _____ Home Phone _____

Cell Phone _____ Email _____

PRECEPTOR: Please Complete This Section

Name of Immediate Supervisor and Credentials _____

Supervisor Title _____

Cell Phone _____ Email _____

FACILITY INFORMATION

Name _____ Mailing Address _____

City / State / ZIP _____ Phone _____

STUDENT: Please Read Below and Sign

I attest to the fact that I am not an employee or supervisor of the unit or department where some or all of the practicum may occur, and that the information provided by my preceptor on this form is accurate to the best of my knowledge. I also attest to the fact that the proposed preceptor is not related to me, is not my immediate supervisor in my work area, and is not my employee or subordinate.

Student Signature

Date

Institutional Clearance

(to be completed by preceptor's supervisor or appointed designee at institution)

To: Preceptor's Supervisor or Appointed Designee

From: Ottawa University Nursing

Please return this form to the Ottawa University Nursing Administration office. You may scan and email, fax or return by postage (see page 7 for contact information). Thank you for your attention to this matter. It is very much appreciated.

I understand that _____, who is directly
(Preceptor Name)
accountable to me, has agreed to serve as a preceptor for _____.
(Student Name)

To the best of my knowledge, this will not present a conflict of interest for our employee and I fully support their participation as a preceptor for Ottawa University Nursing.

Supervisor or Appointed Designee of Preceptor Name and Title – Print or Type

Facility / Organization Name

Supervisor or Appointed Designee of Preceptor Signature

Date

Students:

Please verify that you have received and reviewed this Preceptor Handbook from the Ottawa University Nursing Program.

Confidentiality:

All students must adhere to the Health Insurance Portability and Accountability Act of 1996 (“HIPPA”) policies in all facilities as well as within all online educational practices of the University. Furthermore, students must follow all agency policies regarding use of and access to electronic medical records or other confidential information within their chosen practice experience facility.

Safety in Practicum:

Patient and client safety and well-being are given the utmost priority in any practice experience setting. Students whose behaviors endanger patient/client safety will be asked to leave the practicum agency and meet with the Ottawa University Director of Nursing as soon as possible. Serious breaches of patient/client safety may result in dismissal from the Nursing Program.

I had the opportunity to review the Preceptor Guide, understand the confidentiality and safety in practicum guidelines outlined above and had my questions answered by a nursing faculty member or nursing program representative, as needed.

Student Signature

Date

***The student is to sign, scan and return this form to the Ottawa University Department of Nursing Office via the Director of Nursing contact email address.**

MASTER OF SCIENCE IN NURSING

Site Evaluation Form – Student to Complete

Dear Student: Please review and rate the practicum experience in each of the following elements provided below. Then, please email this completed document to your course instructor. Please use discretion in assuring the confidentiality of the facility is protected with this document.

Note: you are unable to complete the course until the course faculty receive this completed evaluation form.

Thank you for your assistance with this evaluation.

Student Name _____ Course _____

AREA TO EVALUATE	YES	NO	COMMENTS
I was able to obtain learning experience opportunities at the institution to meet the course outcomes/ objectives and my identified interests.			
Was there an adequate introduction or orientation to the practice site?			
Are instructional materials, policies and procedures, community resources, and other pertinent data available to the student as necessary?			
Was the environment conducive to and supportive of learning?			
Is the student invited to observe or participate in key committee meetings at the practice site?			
The practice site fostered a collaborative partnership with my instructor and the University in meeting the course outcomes/objectives.			
Would you recommend this site to future MSN students?			

Additional Comments:

Student Signature _____

Date _____

MASTER OF SCIENCE IN NURSING

Evaluation of Preceptor – Student to Complete

Dear Student: Please review and rate the preceptor in each of the following elements provided below. Then, please email this completed document to your instructor. Please use discretion in assuring the confidentiality of the facility is protected with this document.

Note: you are unable to complete the course until the faculty receive this completed evaluation form.

Thank you for your assistance with this evaluation.

Student Name _____ Course _____

Area to Evaluate	Yes	No	Comments
Demonstrates collaboration with Ottawa University practice experience faculty			
Orients the student to the practicum site environment, policies and procedures			
Provides student feedback and/or responds to student requests in timely manner.			
Facilitates experiential opportunities that align with the practice experience course outcomes.			
Protects student identifiable information in all communications			
Adheres to all non-discrimination policies of Ottawa University and the organization providing the practicum site.			
Provides feedback, including input to evaluation of student performance, to Ottawa University as requested/needed.			
Has a realistic expectation for student based on his/her level in the MSN program?			
Encourages student to assume increasing responsibility.			

Additional Comments:

Student Signature _____

Date _____

APPENDIX A



MASTER OF SCIENCE IN NURSING

NRSG 7605 Nurse Educator Practicum – Nursing Clinical Practice Specialty Experience (CPSE) Log

Student Name _____ Faculty Name _____

Preceptor Name _____ Facility _____ Dates _____

OU MSN Program Student Learning Outcomes (PSLOs)

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

Course Student Learning Outcomes -

Upon completion of the course, the student will

1. Identify an educational need within a selected setting and area of interest
2. Synthesize research findings from peer-reviewed literature in the planning of a teaching/learning activity.
3. Design a teaching/learning activity that addresses an educational need within the chosen setting.
4. Engage in collaborative partnerships with all the stakeholders involved in the selected setting
5. Implement the role of nurse educator in the practice setting selected (e.g. classroom, lab, simulation, clinical instruction).
6. **Demonstrate advanced practice nursing expertise in the selected clinical nursing specialty area. [Focus of this practicum]**

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan
Week 2 3/18/23	4	1, 4, 6	5	First meeting with preceptor	Discussed clinical specialty area of Mental Health Nursing and associated competencies for advanced practice nursing. Identified activities that will facilitate application of new knowledge	Refine goals for practice experience and send to preceptor & faculty by 3/25.

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan

I hereby verify that the above information is correct:

 Student Signature Date

I hereby verify that the student was onsite during selected dates/times that are listed above:

 Preceptor Signature Date

PLEASE NOTE: Shaded area above is an example.

MASTER OF SCIENCE IN NURSING

NRSG 7605 Nurse Educator Practicum – Practice Log Nurse Educator Practice

Student Name _____ Faculty Name _____

Preceptor Name _____ Facility _____ Dates _____

OU MSN Program Student Learning Outcomes (PSLOs)

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

Course Student Learning Outcomes -

Upon completion of the course, the student will

- 1. Identify an educational need within a selected setting and area of interest.**
- 2. Synthesize research findings from peer-reviewed literature in planning of a teaching/learning activity.**
- 3. Design a teaching/learning plan that addresses an educational need within the chosen setting.**
- 4. Engage in collaborative partnerships with all the stakeholders involved in the selected setting.**
- 5. Implement the role of nurse educator in the practice setting selected (e.g. classroom, lab, simulation, clinical instruction).**
6. Demonstrate advanced practice nursing expertise in the selected clinical nursing specialty area.

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan
Week 4 4/15/23	3	1, 4,	4, 5	First meeting with preceptor	Discussed expected student outcomes as a result of the nurse educator student clinical experience based on action plan from Nurse Educator Practice Experience Learning Paper	Refine plan for clinical experience, submit to faculty for approval, and then send to preceptor by 4/22/19

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan

I hereby verify that the above information is correct:

Student Signature

Date

I hereby verify that the student was onsite during selected dates/times that are listed above:

Preceptor Signature

Date

PLEASE NOTE: Shaded area above is an example.

MASTER OF SCIENCE IN NURSING

NRSG 7606 Nurse Educator Capstone – Practice Log

Student Name _____ Faculty Name _____

Preceptor Name _____ Facility _____ Dates _____

<p><i>OU MSN Program Student Learning Outcomes (PSLOs)</i></p> <ol style="list-style-type: none"> 1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings. 2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health. 3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice. 4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice. 5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes. 6. Analyze information management and healthcare technology to inform advanced nursing practice. 7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession. 	<p><i>Course Student Learning Outcomes -</i> Upon completion of the course, the student will</p> <ol style="list-style-type: none"> 1. Identify a problem related to nursing practice can be positively impacted by the nurse educator role. 2. Critically analyze evidence-based research from the literature to formulate a scholarly education project. 3. Collaborate with key stakeholders to facilitate change as a nurse educator. 4. Evaluate the outcomes and assess the effectiveness of the scholarly education project to ensure quality. 5. Demonstrate professional presentation competence in dissemination of scholarly education project findings. 6. Reflect upon achievement of the MSN Program Student Learning outcomes.
---	--

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan
Week 2 5/18/23	2	1, 4, 6	5	Met with Nursing Director for AAS program & preceptor	Discussed needs assessment for clinical site as well as barriers and facilitators of change related to the project and concerns about implementation of the project.	Implement suggestions for project and meet with preceptor in 5 days.

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan

I hereby verify that the above information is correct:

Student Signature

Date

I hereby verify that the student was onsite during selected dates/times that are listed above:

Preceptor Signature

Date

PLEASE NOTE: Shaded area above is an example.

Student Name _____ Faculty Name _____

Preceptor Name _____ Facility _____ Dates _____

- OU MSN Program Student Learning Outcomes (PSLOs)**
1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
 2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
 3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
 4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
 5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
 6. Analyze information management and healthcare technology to inform advanced nursing practice.
 7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

- Course Student Learning Outcomes -**
Upon completion of the course, the student will
1. Identify a leadership need within a selected setting and area of interest
 2. Synthesize research findings from peer-reviewed literature in the planning of a change agent/leadership activity.
 3. Design a change agent/leadership plan that addresses a leadership need within the chosen setting.
 4. Engage in collaborative partnerships with all the stakeholders involved in the organizational setting selected.
 5. Implement the role of nurse leader in the organizational practice setting selected.

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan
Week 2 3/18/23	4	1	2, 5	First meeting with preceptor and CNO	Discussed areas of need in the clinical setting that are consistent with my goals and interests	Refine goals and send to preceptor & faculty by 3/25.

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan

I hereby verify that the above information is correct:

 Student Signature Date

I hereby verify that the student was onsite during selected dates/times that are listed above:

 Preceptor Signature Date

PLEASE NOTE: Shaded area above is an example.

MASTER OF SCIENCE IN NURSING

NRS 7706 Nurse Leader Capstone – Practice Log

Student Name _____ Faculty Name _____

Preceptor Name _____ Facility _____ Dates _____

OU MSN Program Student Learning Outcomes (PSLOs)

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

Course Student Learning Outcomes -

Upon completion of the course, the student will

1. Identify a problem related to nursing practice that can be positively impacted by the nurse leader role.
2. Critically analyze evidence-based research from the literature to formulate a scholarly leadership project.
3. Collaborate with key stakeholders to facilitate change as a nurse leader.
4. Evaluate the outcomes and assess the effectiveness of the scholarly leadership project to ensure quality.
5. Demonstrate professional presentation competence in dissemination of scholarly leadership project findings.
6. Reflect upon achievement of the MSN Program Student Learning outcomes.

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan
Week 2 5/18/23	2	1, 2	2, 5	Met with CNO & preceptor	Discussed needs assessment for clinical site as well as barriers and facilitators of change related to the project and concerns about implementation of the project.	Implement suggestions for project and meet with preceptor in 5 days.

Week w/ Date	Hours	Course Outcomes	PSLOs	Activity	Assessment / Analysis	Plan

I hereby verify that the above information is correct:

Student Signature

Date

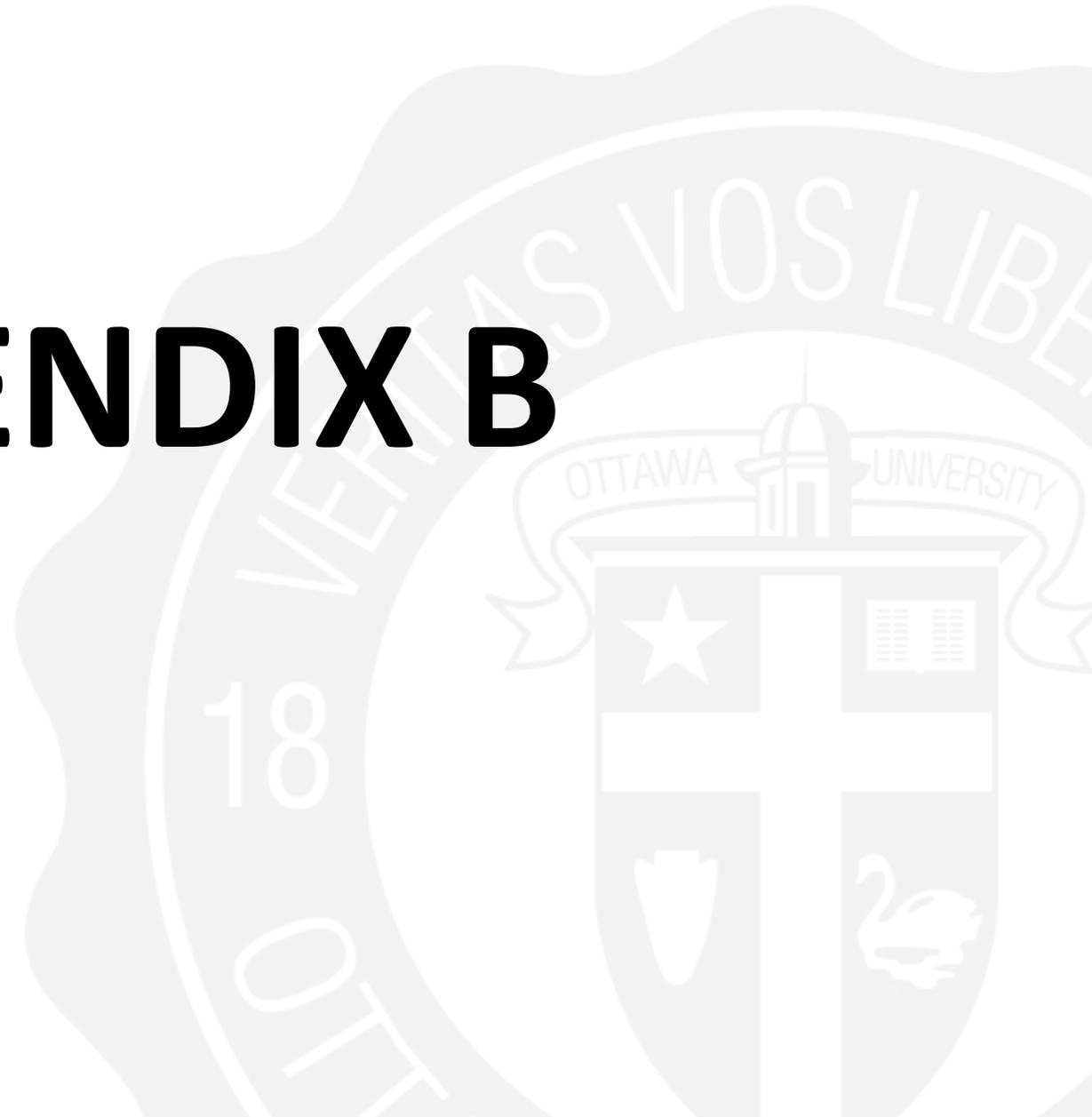
I hereby verify that the student was onsite during selected dates/times that are listed above:

Preceptor Signature

Date

PLEASE NOTE: Shaded area above is an example.

APPENDIX B



MASTER OF SCIENCE IN NURSING

Example Timeline for NRS 7705 Nurse Leader Practicum – NLSE

TASKS	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
Review Goals Assignment completed in NRS 7701	X							
Identify possible topics	X	Finalize topic						
Identify clinical site	X		Meet with clinical staff					
Ensure affiliation agreement in place		X						
Identify Preceptor	X							
Instructor approves preceptor		X						
Meet with preceptor		X	X	X	X	X	X	X
Meet w/ preceptor & instructor		X						
MSN Practice Log		X	X	X	X	X	X	X
Practice Site Stakeholders	Identify stakeholders	Meet with stakeholders to establish need				Meet with stakeholders to discuss progress		
Major Assignments	Gap Analysis				Emotional Intelligence Paper		Staff Turnover Analysis	

This is just one example of what a timeline might look like. Yours may be completely different. Just make sure that you include all of the assigned parts of the project in your timeline so you do not miss anything. You already have all the tools you need to create a great project. This is just another tool to help you achieve success.

MASTER OF SCIENCE IN NURSING

Example Timeline for NRSG 7605 Practicum

TASKS	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
Review Goals Assignment completed in NRSG 7601	X							
CPSE								
Identify the area of clinical practice interest	X							
Identify clinical site and preceptor	X							
Complete and submit gap analysis paper	X							
Priority need analysis plan due		X						
Ensure affiliation agreement in place		X						
Collaborate with preceptor & faculty		X	X	X	X			
MSN Portfolio Plan		X						
Implement CPSE		X	X	X	X			
MSN Practice Log		X	X	X	X			
Practice Log Reflection CPSE					X			

TASKS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<i>Nurse Educator Practice Experience</i>								
NE Practice Experience Planning Paper			X					
Identify educational practice site and qualified preceptor			X					
Instructor approves preceptor				X				
Ensure affiliation agreement in place, if needed				X				
Review of literature for teaching/learning plan				X				
Teaching/Learning plan due					X			
Work with preceptor					X	X	X	X
Meet w/ preceptor and instructor					X			
Check in for CPSE and NE Practice Experience						X		
MSN Practice Log						X	X	X
Reflection on NE Practice Experience								X

This is just one example of what a timeline might look like. Yours may be completely different. Just make sure that you include all of the assigned parts of the practice experiences (both the CPSE and the NE Practice Experience) in your timeline so you do not miss anything. You already have all the tools you need to create great practice experiences. This is just another tool to help you achieve success.

APPENDIX C



Student Name _____ Practicum Site _____

Course Faculty _____ Practicum Preceptor _____ Date _____

Course and Practicum Student Learning Outcomes/Competencies:

1. Identify an educational need within a selected setting and area of interest.
2. Synthesize research findings from peer-reviewed literature in planning of a teaching/learning activity.
3. Design a teaching/learning plan that addresses an educational need within the chosen setting.
4. Engage in collaborative partnerships with all the stakeholders involved in the selected setting.
5. Implement the role of nurse educator in the practice setting selected (e.g. classroom, lab, simulation, clinical instruction).
6. **Demonstrate advanced practice nursing expertise in the selected clinical nursing specialty area. (The focus of this practicum)**

MSN Program Student Learning Outcomes

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

QSEN Graduate Competencies

- Quality Improvement
- Safety
- Teamwork & Collaboration
- Patient-centered Care
- Evidence-based Practice
- Informatics

AACN Essentials for Master's Education in Nursing

- Essential I: Background for Practice from Sciences and Humanities
- Essential II: Organizational and Systems Leadership
- Essential III: Quality Improvement and Safety
- Essential IV: Translating and Integrating Scholarship into Practice
- Essential VI: Health Policy and Advocacy
- Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Essential VIII: Clinical Prevention and Population Health for Improving Health
- Essential IX: Master's-Level Nursing Practice

Student Name _____ Date _____

Upon completion of the clinical practice experience the student will:		Met	Not Met
Demonstrate advanced practice nursing expertise in the selected clinical nursing specialty area as evidenced by the following:			
1. Selection of a direct care clinical practice experience that is consistent with student identified projected career path, professional goals, and areas of interest (note: identified in NRSRG 7601).			
Comments:			
2. Gap analysis completed based on current knowledge and skills compared with MSN level practice in the area resulting in a plan for the application of advanced knowledge and skills during the direct care practice experience.			
Comments:			
3. Conduct a comprehensive and systematic patient assessment as a foundation for decision-making.			
Comments:			
4. Apply the best available evidence from nursing and other sciences as the foundation for practice.			
Comments:			
5. Advocate for patients, families, caregivers, communities and members of the healthcare team.			
Comments:			

6. Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.		
Comments:		
7. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues.		
Comments:		
8. Apply learning, and teaching principles to the design, implementation, and/or evaluation of health education programs for individuals or groups in the selected direct care setting.		
Comments:		
9. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care.		
Comments:		
10. MSN Practice Logs reflect activities related to attainment of course and program outcomes.		
Comments:		

11. Evidence of collaboration with an interprofessional team.		
Comments:		
12. Evidence of leadership during clinical specialty practicum.		
Comments:		

PRECEPTOR COMMENTS

FACULTY COMMENTS

STUDENT COMMENTS

FINAL GRADE Pass

No Pass

Date _____

Student Signature _____

Date _____

Preceptor Signature _____

Date _____

Course Faculty Signature _____

Student Name _____ Practicum Site _____

Course Faculty _____ Practicum Preceptor _____ Date _____

Course and Practicum Student Learning Outcomes/Competencies

1. Identify an educational need within a selected setting and area of interest.
2. Synthesize research findings from peer-reviewed literature in planning of a teaching/learning activity.
3. Design a teaching/learning plan that addresses an educational need within the chosen setting.
4. Engage in collaborative partnerships with all the stakeholders involved in the selected setting.
5. Implement the role of nurse educator in the practice setting selected (e.g. classroom, lab, simulation, clinical instruction).
6. Demonstrate advanced practice nursing expertise in the selected clinical nursing specialty area.

MSN Program Student Learning Outcomes

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

NLN Nurse Educator Core Competencies (NECC)

- I. Facilitate learning
- II. Facilitate learner development and socialization
- III. Use assessment and evaluation strategies
- IV. Participate in curriculum design and evaluation of program outcomes
- V. Function as a change agent and leader
- VI. Pursue continuous quality improvement in the nurse educator role
- VII. Engage in scholarship
- VIII. Function within the educational environment

Student Name _____ Date _____

Upon completion of the nurse educator clinical practice experience the student will:	Met	Not Met
1. Identify an educational need within a selected setting and area of interest. (NECC I, VIII) Comments:		
2. Synthesize research findings from peer-reviewed literature in the planning of a teaching/learning activity. (NECC 1, 2, 3, 7) Comments:		
3. Design a teaching/learning plan that addresses an educational need within the chosen setting. (NECC I, II, III, IV, VII) Comments:		
4. Engage in collaborative partnerships with all the stakeholders involved in the chosen setting. (NECC IV, V, VI, VIII) Comments:		

Upon completion of the nurse educator clinical practice experience the student will:	Met	Not Met
5. Implement the role of nurse educator in the selected educational setting (e.g. classroom, lab, simulation, practice instruction). (NECC I, II, III, IV, V, VI, VII, VIII)		
Comments:		

Be sure to submit the MSN Practice Logs prior to the final evaluation and link comments to specific activities noted there. In addition, be sure to provide additional examples of meeting the course student learning outcomes as well as more specifics about the employment of the specific NLN Nurse Educator Core Competencies chosen.



PRECEPTOR COMMENTS

FACULTY COMMENTS

STUDENT COMMENTS

FINAL GRADE Pass

No Pass

Date _____

Student Signature _____

Date _____

Preceptor Signature _____

Date _____

Course Faculty Signature _____



Student Name _____ Capstone Site _____

Course Faculty _____ Preceptor _____ Date _____

Course and Practicum Student Learning Outcomes/Competencies

1. Identify a problem related to nursing practice that can be positively impacted by the nurse educator role.
2. Critically analyze evidence-based research from the literature to formulate a scholarly education project.
3. Collaborate with key stakeholders to facilitate change as a nurse educator.
4. Evaluate the outcomes and assess the effectiveness of the scholarly education project to ensure quality.
5. Demonstrate professional presentation competence in dissemination of scholarly education project findings.
6. Reflect upon achievement of the MSN Program Student Learning outcomes.

MSN Program Student Learning Outcomes

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

NLN Nurse Educator Core Competencies (NECC)

- I. Facilitate learning
- II. Facilitate learner development and socialization
- III. Use assessment and evaluation strategies
- IV. Participate in curriculum design and evaluation of program outcomes
- V. Function as a change agent and leader
- VI. Pursue continuous quality improvement in the nurse educator role
- VII. Engage in scholarship
- VIII. Function within the educational environment

Student Name _____ Date _____

	Met	Not Met
1. Identify a problem related to nursing practice that can be positively impacted by the nurse educator role. Comments:		
2. Critically analyze evidence-based research from the literature to formulate a scholarly education project. Comments:		
3. Collaborate with key stakeholders to facilitate change as a nurse educator. Comments:		
4. Evaluate the outcomes and assess the effectiveness of the scholarly education project to ensure quality. Comments:		

		Met	Not Met
5.	Demonstrate professional presentation competence in dissemination of scholarly education project findings.		
	Comments:		
6.	Reflect upon achievement of the MSN Program Student Learning outcomes.		
	Comments:		



PRECEPTOR COMMENTS

FACULTY COMMENTS

STUDENT COMMENTS

FINAL GRADE Pass

No Pass

Date _____

Student Signature _____

Date _____

Preceptor Signature _____

Date _____

Course Faculty Signature _____

Student Name _____ Capstone Site _____

Course Faculty _____ Preceptor _____ Date _____

Course and Practicum Student Learning Outcomes/Competencies

1. Identify a leadership need within a selected setting and area of interest.
2. Synthesize research findings from peer-reviewed literature in the planning of a change agent/leadership activity.
3. Design a change agent/leadership plan that addresses a leadership need within the chosen setting.
4. Engage in collaborative partnerships with all the stakeholders involved in the organizational setting selected.
5. Implement the role of nurse leader in the organizational practice setting selected.

MSN Program Student Learning Outcomes

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

AONE Nurse Executive Competencies

1. Communication and Relationship Building (effective communication, relationship management, influencing behaviors, diversity, community involvement, medical/staff relationships, academic relationships) *
2. Knowledge of the Health Care Environment (clinical practice knowledge, delivery models/work design, healthcare economics & policy, governance, EBP/outcome measurement & research, patient safety, performance improvement/metrics, risk management) *
3. Leadership (foundational thinking skills, personal journey disciplines, systems thinking, succession planning, change management)*
4. Professionalism (personal and professional accountability, career planning, ethics, advocacy) *
5. Business Skills (financial management, human resource management, strategic management, information management & technology) *

[* = specific competencies in each area]

Student Name _____ Date _____

	Met	Not Met
1. Identify a leadership need within a selected setting and area of interest Comments:		
2. Synthesize research findings from peer-reviewed literature in the planning of a change agent/leadership activity. Comments:		
3. Design a change agent/leadership plan that addresses a leadership need within the chosen setting. Comments:		
4. Engage in collaborative partnerships with all the stakeholders involved in the organizational setting selected. Comments:		
5. Implement the role of nurse leader in the organizational practice setting selected. Comments:		

		Met	Not Met
6. Communication and Relationship Building			
Comments:			
7. Knowledge of the Health Care Environment			
Comments:			
8. Leadership			
Comments:			
9. Professionalism			
Comments:			
10. Business Skills			
Comments:			



PRECEPTOR COMMENTS

FACULTY COMMENTS

STUDENT COMMENTS

FINAL GRADE Pass

No Pass

Date _____

Student Signature _____

Date _____

Preceptor Signature _____

Date _____

Course Faculty Signature _____

Student Name _____ Capstone Site _____

Course Faculty _____ Preceptor _____ Date _____

Course and Practicum Student Learning Outcomes/Competencies

1. Identify a problem related to nursing practice that can be positively impacted by the nurse leader role.
2. Critically analyze evidence-based research from the literature to formulate a scholarly leadership project.
3. Collaborate with key stakeholders to facilitate change as a nurse leader.
4. Evaluate the outcomes and assess the effectiveness of the scholarly leadership project to ensure quality.
5. Demonstrate professional presentation competence in dissemination of scholarly leadership project findings.
6. Reflect upon achievement of the MSN Program Student Learning outcomes.

MSN Program Student Learning Outcomes

1. Synthesize knowledge from the humanities and sciences with the art and science of nursing to continuously improve quality and patient safety for diverse populations in a variety of settings.
2. Employ scholarly inquiry that results in translation of evidence to support advanced nursing practice including clinical prevention and population health.
3. Champion health care policy, finance, and regulatory issues that influence health care systems and decision-making in advanced nursing practice.
4. Role-model a commitment to professional values and ethics that embraces diverse ideas, peoples and cultures in advanced nursing practice.
5. Demonstrate high-level interpersonal and leadership skills that will advance interprofessional collaboration to improve patient and population safety and health outcomes.
6. Analyze information management and healthcare technology to inform advanced nursing practice.
7. Personify a commitment to lifelong learning that will contribute to professional growth, lay the foundation for doctoral study and advance the nursing profession.

AONE Nurse Executive Competencies

1. Communication and Relationship Building (effective communication, relationship management, influencing behaviors, diversity, community involvement, medical/staff relationships, academic relationships) *
2. Knowledge of the Health Care Environment (clinical practice knowledge, delivery models/work design, healthcare economics & policy, governance, EBP/outcome measurement & research, patient safety, performance improvement/metrics, risk management) *
3. Leadership (foundational thinking skills, personal journey disciplines, systems thinking, succession planning, change management) *
4. Professionalism (personal & professional accountability, career planning, ethics, advocacy) *
5. Business Skills (financial management, human resource management, strategic management, information management & technology) *

[* = specific competencies in each area]

Student Name _____ Date _____

	Met	Not Met
1. Identify a problem related to nursing practice that can be positively impacted by the nurse leader role. Comments:		
2. Critically analyze evidence-based research from the literature to formulate a scholarly leadership project. Comments:		
3. Collaborate with key stakeholders to facilitate change as a nurse leader. Comments:		
4. Evaluate the outcomes and assess the effectiveness of the scholarly leadership project to ensure quality. Comments:		
5. Demonstrate professional presentation competence in dissemination of scholarly project findings. Comments:		

		Met	Not Met
6.	Reflect upon achievement of the MSN Program Student Learning Outcomes. Comments:		
7.	Communication and Relationship Building Comments:		
8.	Knowledge of the Health Care Environment Comments:		
9.	Leadership Comments:		
10.	Professionalism Comments:		
11.	Business Skills Comments:		



PRECEPTOR COMMENTS

FACULTY COMMENTS

STUDENT COMMENTS

FINAL GRADE **Pass**

No Pass

Date _____ Student Signature _____

Date _____ Preceptor Signature _____

Date _____ Course Faculty Signature _____