School of Nursing

Georgia Intercollegiate Consortium for Graduate Nursing Education (GICGNE)

GRADUATE NURSING PROGRAM

Preceptor Orientation Manual

2019-2020
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Philosophy/Organizing Framework

The philosophy/organizing framework and learning outcomes of the graduate nursing program are consistent with the vision and mission of Columbus State University, emphasizing academic excellence through learner centered teaching, evidence based practice, creative inquiry, and student engagement. Professional success is promoted through lifelong learning, leadership, collaborative partnerships and service.

Georgia Intercollegiate Consortium for Graduate Nursing Education (GIGNE) Mission

The mission of the Georgia Intercollegiate Consortium for Graduate Nursing Education (GICGNE) is to prepare safe and competent professional nurses, who in collaboration with others, provide or facilitate high quality patient-centered care in a global society and achieve academic excellence in nursing education through learner centered teaching, evidence based practice, creative inquiry and student engagement. Also, the mission is to prepare competent and caring individuals for a life of success and leadership in professional nursing through intellectual, personal and social growth and to contribute to the communities in which they live and work.
MSN Program Outcomes
Georgia Intercollegiate Consortium for Graduate Nursing Education
(GICGNE)

MSN Program Outcomes
Graduates will be able to:

1. Implement the selected advanced nurse role-leader, educator, informaticist, within health care.
2. Develop and nurture interprofessional collaborations by communicating and consulting with other health care professionals, including administrators, community leaders and regulators.
3. Evaluate the influence of ethical principles on personal and organizational decision-making.
4. Utilize nursing research for the promotion of quality nursing education, safe client-centered health care, and evidence based practice.
5. Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.
6. Exemplify cultural competence and sensitivity to diversity in dynamic academic and health care environments.
7. Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective client-centered health care and the advancement of nursing practice.
8. Utilize informatics to improve client outcomes and to promote the health and safety of individuals, groups and communities.
Clinical Requirements

**Unencumbered RN license** - The student must maintain an active unencumbered RN license in all states in which clinical rotations will be performed. A faculty member must be notified immediately if the RN licensure status changes in any way.

Maintenance of **Basic Life Support (BLS) certification** is required throughout the program. Advanced life support is also highly recommended. A copy of the BLS/ALS certification card and all RN licensures must be provided.

**HIPAA/OSHA** - Student compliance with HIPAA (health insurance portability and accountability act) and OSHA (Occupational Safety and Health Administration) guidelines is required.

**Clinical approval** - Every clinical site and preceptor must have a current, signed agreement in place with Columbus State University BEFORE the student begins any clinical experience. If the student has not received approval from Columbus State University for a site and/or preceptor, the student may not begin the clinical rotation. The approval process for preceptors and clinical sites is described in detail in this manual.

A **drug screen** and **background check** is required for all students prior to beginning any clinical rotation in the program and action will be taken for non-negative findings. A repeat drug screen or background check may be required depending upon facility requirements or just cause. The Substance Abuse Policy and Procedure, as defined in the Columbus State University MSN student handbook, will be followed for all drug testing. **Disclosure of legal convictions and arrests is required.**

**Personal liability insurance** for clinical practice is required for all graduate students.

**Physical exam** - documented by MD, NP, or PA. All nursing students enrolled in clinical courses are required to have annual proof of good health on file. Results of a TB skin test must be documented. **Physical exam must be valid from the first day of the semester of registration through the last day of the semester.**

**Serum titers**
It is the student’s responsibility to **provide original documentation** that he/she has met all health and immunization requirements prior to registration for the first clinical course.

All students registering for their first clinical course must have present in their School of Nursing files satisfactory of:

1.) vaccination for Hepatitis B within the preceding 5 years OR a conformed prior illness with Hepatitis B OR receipt of at least the first does of the vaccine for Hepatitis B; proof that all three doses of the vaccine have been given must be submitted within 6 months of the first dose.
AND
2.) documentation of titer for Hepatitis B antibody level.
3.) documentation of titers for measles, mumps, rubella, and varicella zoster.

The student must also present proof of Hepatitis B vaccination or titer.

**Immunizations**
The School of Nursing recommends that all immunization be kept-up-to-date for safety of each student, including the tetanus vaccination.

**NOTE:**
*PRECLINICAL REQUIREMENTS MAY BE ADDED AT ANY TIME DUE TO NEW HEALTH FACILITY REQUIREMENTS.*

**IT IS STRONGLY RECOMMENDED THAT THE STUDENT KEEP A COPY OF ALL DOCUMENTATION SUBMITTED.**

**Completion of Hours**

All clinical hours are to be completed during the semester in which students are enrolled. No clinical hours may be completed after the last day of the semester.
Criminal Background Check & Drug Screen: Clinical facilities require that every student pass a criminal background and urine drug screen prior to being allowed to enter the facility for clinical experiences. This background check must be performed by a vendor designated and approved by all involved healthcare facilities. Because all CSU nursing students rotate through all major clinical facilities in order to gain required learning experiences, a student not accepted by one of the major facilities based on the review of their criminal background or urine drug screen will be unable to complete clinical requirements and will thus be excluded from the nursing program.

Due to the nature of the clinical experiences in the nursing program, students may be required to submit to drug testing if there is reason to believe, from a reliable source, that the student is under the influence of a substance that has impaired judgment and/or ability to care for patients. Any substance, whether prescribed or not, that impairs the student's ability to fully function in the care of vulnerable populations should not be used prior to or during clinical experiences.
Guidelines for MSN Clinical: Preceptorship Courses

1. All clinical courses in the Master of Science in Nursing Program include clinical hours with a qualified preceptor in an approved clinical setting. In general, preceptors are expected to be prepared at a graduate level and hold an MSN degree.
   
a. Nurses who serve as preceptors must be licensed as nurse by the state in which they practice.

   b. Students contact prospective preceptors to ask them to serve in that capacity. Faculty can assist students by suggesting potential preceptors.

2. The preceptor and clinical setting must be approved by the course faculty prior to any written agency agreements being finalized for a course.

   a. The Student must submit a completed Preceptor Information Form. This form should be submitted by midterm of the semester preceding the anticipated clinical experience. If the form is incomplete on submission it may delay or prolong the processing of the preceptorship agreement. The preceptor and agency agreement must be signed and returned to the School of Nursing prior to the student’s beginning a clinical experience. The student has the responsibility to confirm receipt of these documents by the School of Nursing prior to beginning clinical.

3. Clinical experiences are not allowed during semester breaks.

4. In the event of an accident or injury during a clinical experience, the student should seek appropriate care, follow agency procedure and notify the clinical faculty.
Student Responsibilities for Preceptorship

1. Students must identify and contact qualified preceptors in approved clinical settings.
2. The student must submit the “Preceptor Information Form” to faculty for approval. A written preceptor and agency agreement is sent to the clinical setting after faculty approval.
3. Each student is responsible for arranging with the preceptor a schedule to indicate the exact times and dates of the required number of clinical hours to complete the preceptorship.
4. Students are required to inform the preceptor and faculty member of any changes in the schedule or any absence. Preceptors should be contacted at least a day before the absence when possible.
5. Students are required to review with the preceptor the objectives of the preceptorship.
6. Collaborates appropriately with other health care professionals.
7. Students must complete all clinical hours with their preceptor or an approved, qualified person assigned by the preceptor.
8. Any problems that arise during preceptorship must be reported to the preceptor and the faculty member immediately.
9. Meets with preceptor to discuss objectives and give overview of past experiences.
10. The student seeks ongoing feedback from preceptor.
11. The student should adhere to all policies and procedures specific to the practice settings during the clinical experience at the institution.
12. Students must report every accident or injury immediately after its occurrence to the preceptor and the faculty member.
13. Demonstrates professionalism in behavior and dress at all times.
14. No clinical hours can be done by the student during semester breaks.
15. Students will evaluate preceptors upon completion of each practicum experience.
Preceptor Responsibilities for Preceptorship

1. Qualified persons may accept the request of a student to be a preceptor. The School of Nursing will mail the preceptor agreement and agency agreement to the agency contact person.
2. Preceptors should orient the student to organizational policies and procedures specific to the setting.
3. Preceptors are to report to the faculty member if the student does not complete the clinical hours or does not notify the preceptor of an absence.
4. Preceptors must approve all schedule revisions.
5. Preceptors should review course objectives with the student and contact the program faculty member if any questions arise.
6. Preceptors report to nursing faculty any problems encountered with the student during the experience as soon as they occur.
7. Evaluates the performance of the student using the provided practicum evaluation tool.
8. Preceptors must approve any clinical activity by the student in the clinical setting.
9. Preceptors may assign students to work with other qualified personnel during the clinical experience when necessary or appropriate.
10. Preceptors are urged to contact faculty at any time during the clinical experience with questions, concerns, or problems.
11. Preceptors will be required to evaluate students in verbal and written format.
12. The preceptor will notify the student and designated faculty member immediately prior to termination of the agreed upon contract.
13. Preceptors are required to complete and return the last page of this manual as validation of the reading of its contents.
Faculty Responsibilities for Preceptorship

1. Faculty can assist students by suggesting potential preceptors.
2. Faculty must approve selection of preceptors by students and submit the information for processing by the School of Nursing.
3. Faculty must maintain current student records of the following:
   - RN licensure, liability insurance, BCLS certification, Drug Screen, Immunization status,
   - Physical examination, TB screening, disclosure of legal convictions or arrest.
4. Faculty will conduct site visits to evaluate the preceptorship experience of each student.
5. Faculty is available to preceptors as needed.
# MSN
## Program of Studies

### Core Courses (15 Credit Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Practicum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6104</td>
<td>Theory for Graduate Nursing Practice</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6105</td>
<td>Research for Evidence-Based Nursing Practice</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6106</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6107</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6108</td>
<td>Advanced Health Assessment</td>
<td>2</td>
<td>3-3</td>
</tr>
</tbody>
</table>

### Education (35 Credit Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Practicum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6110</td>
<td>Principles of Education in Nursing</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6220</td>
<td>Effective Teaching/Learning Strategies</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6330</td>
<td>Evaluation of Learning</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6440</td>
<td>Curriculum Development</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6550</td>
<td>Transitioning into the Nurse Educator Role</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>NURS 6999</td>
<td>Focused Project/Thesis in Nursing</td>
<td>0</td>
<td>9-3</td>
</tr>
</tbody>
</table>

120
### Leadership (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Practicum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6100</td>
<td>Principles of Leadership &amp; Management within Health Care Organizations</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>NURS 6119</td>
<td>Information Technology in Health Care</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>NURS 6210</td>
<td>Management of Human Resources in Health Care</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>NURS 6230</td>
<td>Health Care Delivery Systems</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>NURS 6240</td>
<td>Health Care Finance</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>NURS 6500</td>
<td>Transitioning into the Leadership Role</td>
<td>0-9-3</td>
<td></td>
</tr>
<tr>
<td>NURS 6999</td>
<td>Focused Project/Thesis in Nursing</td>
<td>3-5 variable hours</td>
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</tbody>
</table>

### Informatics (35 Credit Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Practicum Hours</th>
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</thead>
<tbody>
<tr>
<td>NURS 6730</td>
<td>Applied Statistics and Data Mining</td>
<td>3-0-3</td>
<td></td>
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<tr>
<td>NURS 6740</td>
<td>Process Improvement for Health Care</td>
<td>3-0-3</td>
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<tr>
<td>NURS 6750</td>
<td>Health Information Exchange Standards &amp; Models</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>NURS 6760</td>
<td>Clinical Decision Support Systems</td>
<td>3-0-3</td>
<td></td>
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<tr>
<td>NURS 6880</td>
<td>Transitioning into the Informatics Role</td>
<td>0-9-3</td>
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</tr>
<tr>
<td>NURS 6999</td>
<td>Focused Project/Thesis in Nursing Informatics</td>
<td>3-5 variable hours</td>
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</tbody>
</table>
Columbus State University  
MSN Program  
Preceptor Information

Name_______________________ Phone Number__________________________

Current title_________________ Current Employer_____________________ 

Education (Please list all degrees):

<table>
<thead>
<tr>
<th>Institution/Location</th>
<th>Degree</th>
<th>Year Conferred</th>
<th>Field of Study</th>
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<tbody>
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</table>

Professional Experience:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Position</th>
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</table>

Licensure:  
RN_____  CRNP____  APRN____  CNM_____  CNS_____  MD___  Other 

License Number:_________________ Expiration Date:__________________

Certification:____  yes_____  no 
If yes, please indicate type of certification and certifying organization.
Columbus State University
Graduate Program
Letter of Acknowledgement for Preceptor

I, ________________________________

(Preceptor’s Name)

am employed by ________________________________

(Name of site)

and agree to act as a preceptor for students enrolled in the nursing programs selected below for
the period beginning __________________ through __________________.

(Month/Year) (Month/year)

I have received and read the MSN Program Preceptor Orientation Manual of Columbus State
University.

I understand there is no remuneration or fringe benefits attached to this role.

Preceptor Signature: ________________________________

Date: _________

Place of Employment: ________________________________

Phone: ________________

Alternate Phone:

Email:

Fax:

Date

PLEASE RETURN THIS PAGE VIA U.S. POSTAL SERVICE TO:
The course faculty
Columbus State University
Graduate Nursing Program
School of Nursing
4225 University Avenue
Columbus, GA 31907
**DIRECT CARE HOURS**

**MSN Nursing Educator Clinical Evaluation Tool**

Student Name: ____________________ Date: ___________ Preceptor Name: ___________

Grading Rubric:
- **Level 1** = Not observe
- **Level 2** = Needs constant guidance
- **Level 3** = Needs frequent guidance
- **Level 4** = Needs occasional guidance
- **Level 5** = Functions independently and seeks guidance when appropriate

### KEY CONCEPTS OF PROGRAM OUTCOMES

<table>
<thead>
<tr>
<th>Advanced Practice Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified an area of advanced nursing practice that provided the opportunity to develop in-depth knowledge and expertise in a particular area of nursing.</td>
<td></td>
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<tr>
<td>Area Chosen: ____________________________</td>
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<tr>
<td>Fulfilled approximately thirty (30) supervised hours in a direct patient care role.</td>
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<td>Dates of supervised hours: ____________________________</td>
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<td></td>
<td></td>
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<tr>
<td>Total hours: __________</td>
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<td>Complied with the rules and regulations, policies, and procedures of the facility; including the facility code of ethics, corporate compliance, health, safety policies.</td>
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<tr>
<td>Reflected professional standards and dress standard of the facility by appearance and attire.</td>
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</tr>
<tr>
<td>Maintained client confidentiality according to all HIPAA regulations, healthcare policies and regulations of the facility.</td>
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<tr>
<td>Furthered development of patient care delivery skills, as well as system assessment and intervention skills, for the specialty area of interest.</td>
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</tbody>
</table>
**NURS 6407 Practicum- MSN Nurse Educator Clinical Evaluation Tool**

**Grading Rubric:**
- **Level 1=Poor:** Needs constant guidance
- **Level 2=Fair:** Needs frequent guidance
- **Level 3=Good:** Needs occasional guidance
- **Level 4=Very Good:** Rarely needs guidance
- **Level 5=Excellent:** Functions independently and seeks guidance when appropriate

### KEY CONCEPTS OF PROGRAM OUTCOMES

<table>
<thead>
<tr>
<th>Advanced Practice Role</th>
<th>MIDTERM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>plays the role of an advanced nurse educator under the direction of a Master’s/Doctoral prepared educator.</td>
<td>![Score Meter]</td>
<td>![Score Meter]</td>
</tr>
<tr>
<td>Applies complex knowledge &amp; skill in academic &amp; practice learning environment.</td>
<td>![Score Meter]</td>
<td>![Score Meter]</td>
</tr>
<tr>
<td>Evaluates strategies to advance nursing education.</td>
<td>![Score Meter]</td>
<td>![Score Meter]</td>
</tr>
<tr>
<td>Explores the current &amp; future educational challenges for the advancement of nursing education.</td>
<td>![Score Meter]</td>
<td>![Score Meter]</td>
</tr>
<tr>
<td>Serves as a role model of professional nursing with the importance of addressing the physiological, intellectual, emotional, spiritual, philosophical and cultural components in the practice of nursing.</td>
<td>![Score Meter]</td>
<td>![Score Meter]</td>
</tr>
<tr>
<td>Completes a minimum of 135 practicum hours in a site that accommodates in-class &amp; clinical teaching and simulation. 30 of these hours will be spent in direct care.</td>
<td>![Score Meter]</td>
<td>![Score Meter]</td>
</tr>
</tbody>
</table>

**Interprofessional Collaboration**

- Develops collegial working relationship with students, preceptor, and clinical agency personnel to promote a positive learning experience.
- Functions effectively within nursing & interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning & development.

**Ethical principles**

- Demonstrates ethical, evidence-based practice & advanced performance as a nurse educator.
- Demonstrates autonomy & integrity through adherence of performance standards & code of conduct.
- Maintains HIPPA compliance and addresses competence, legal, ethical, political, and economic issues with healthcare team during the practicum experience.

**Research**

- Integrates theory, science, and best evidence to facilitate learning.
- Synthesizes data, research, interviews and other activities related to the development, execution, implementation, or evaluation of a nursing education solution in practice.

**Critical Thinking**

- Grounds teaching strategies in educational theory and evidence-based teaching.
- Models critical and reflective thinking.
- Creates opportunities for learners to develop their critical thinking and critical reasoning skills.
- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and meeting learning objectives.

**Cultural Competence**

- Recognizes multicultural, gender and experiential influences on teaching and learning.
- Advocate for human dignity and social justice as an advance practice leader.

**Professional Development/Leadership**

- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, and content.
- Shows enthusiasm for teaching, learning, and nursing that inspires and motivates learners.
- Assess individual learning styles and unique learning needs and fosters the cognitive, psychomotor, and affective development of learners.
- Attends all established practicum days, or notifies clinical preceptor of absence and establishes clinical make-up experience.
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning.

**Informatics**

- Uses information technologies and provides resources to skillfully support the teaching-learning processes to diverse learners that help meet learning needs.
NURS 6407 Practicum- MSN Nurse Informaticist Clinical Evaluation Tool

Student Name: _______________________ Date:____________ Preceptor_______________

Grading Rubric: Level 1=Poor: Needs constant guidance   Level 2= Fair: Needs frequent guidance
Level 3=Good: Needs occasional guidance  Level 4=Very Good: Rarely needs guidance
Level 5=Excellent: Functions independently and seeks guidance when appropriate

<table>
<thead>
<tr>
<th>KEY CONCEPTS OF PROGRAM OUTCOMES</th>
<th>MIDTERM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Practice Role</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Practice in the role of an advanced nurse informaticist.</td>
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<tr>
<td>Applies knowledge &amp; skills acquired during the nursing informatics program.</td>
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<tr>
<td>Actively participates in the planning of the deployment of new technology impacting nursing process or patient care; or the revision of an existing process that involves new technology.</td>
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<tr>
<td>Explores the emerging trends in healthcare of informatics &amp; technologies.</td>
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<tr>
<td>Completes 135 practicum hours working under the direction of a healthcare informatics professional in a healthcare environment.</td>
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<tr>
<td><strong>Interprofessional Collaboration</strong></td>
<td></td>
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</tr>
<tr>
<td>Develops collegial working relationship with informatics team, preceptor, &amp; clinical agency personnel to promote a positive leaning experience.</td>
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<tr>
<td>Functions effectively within nursing &amp; interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning &amp; development.</td>
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</tr>
<tr>
<td><strong>Ethical principles</strong></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates ethical, evidence-based practice &amp; advanced performance as a nurse informaticist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates autonomy &amp; integrity through adherence of performance standards &amp; code of conduct.</td>
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<tr>
<td>Maintains HIPPA compliance and addresses competence, legal, ethical, political, and economic issues with the informatics team and healthcare team during the practicum experience.</td>
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<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitates the application of theories and research related to informatics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesizes data, research, interviews and other activities related to the development, execution, implementation, or evaluation of an informatics solution in practice (or a health related data management project).</td>
<td></td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grounds technical (computer technology) actions in a variety of theories (Information Processing Theory, Systems Theory, Learning Theory, Change Theory) and evidence-based knowledge applications.</td>
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<tr>
<td>Models critical and reflective thinking.</td>
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<td></td>
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<tr>
<td>Creates opportunities for the informatics team and healthcare team (colleague) to develop their critical thinking and critical reasoning skills.</td>
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<tr>
<td>Implements evidence-based assessment and evaluation strategies that are appropriate to the informatics learning situation.</td>
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<tr>
<td>Demonstrates adaptability and flexibility in informatics situations.</td>
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</tr>
<tr>
<td><strong>Cultural Competence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes multicultural, gender and experiential influences on information technology.</td>
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<tr>
<td>Advocate for human dignity and social justice as an advance practice leader.</td>
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<tr>
<td><strong>Professional Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asses individual working styles and unique working needs and fosters the cognitive, psychomotor, and affective development of mentees, colleagues and peers.</td>
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<td></td>
</tr>
<tr>
<td>Attends all established practicum days, or notifies clinical preceptor of absence and establishes clinical make-up experience.</td>
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<td></td>
</tr>
<tr>
<td>Engages in self-reflection and continued learning to improve patient care delivery and the nursing practice experience.</td>
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<td></td>
</tr>
<tr>
<td><strong>Informatics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes the leadership and technical behaviors of various informatics roles.</td>
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<td></td>
</tr>
<tr>
<td>Implements a variety of informational (technological) strategies appropriate to situations</td>
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</tr>
<tr>
<td>Shows enthusiasm for using information and technology to communicate, manage knowledge, mitigate errors, and support decision making that inspires and motivates colleagues and peers.</td>
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</tbody>
</table>
### Leader Clinical Evaluation Tool

**NURS 6407 Practicum - MSN Nurse**

**Student Name:** __________________________  **Date:** __________________________  **Preceptor Name:** __________________________

**Grading Rubric:**
- **Level 1=Poor:** Needs constant guidance
- **Level 2=Fair:** Needs frequent guidance
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## KEY CONCEPTS OF PROGRAM OUTCOMES

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<th>Advanced Practice Role</th>
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<tr>
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<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Enacts the role of an advanced nurse leader.</td>
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<tr>
<td>Applies knowledge &amp; skills acquired during the nurse leader program.</td>
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<tr>
<td>Focuses on nursing leadership processes.</td>
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<tr>
<td>Explores the multiple aspects of the nurse leader role &amp; opportunities to interact with an interdisciplinary team.</td>
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<tr>
<td>Serves as a role model of professional nursing with the importance of addressing the physiological, intellectual, emotional, spiritual, philosophical and cultural components in the practice of nursing.</td>
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</tr>
<tr>
<td>Completes a minimum of 135 hours of practical experience under the direction of a nurse leader professional in a healthcare delivery system.</td>
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</tbody>
</table>

**Interprofessional Collaboration**

- Develops collegial working relationship with healthcare team, preceptor, and clinical agency personnel to promote a positive learning experience.
- Functions effectively within nursing & interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning & development.

**Ethical principles**

- Demonstrates ethical, evidence-based practice & advanced performance as a nurse administrator.
- Demonstrates autonomy & integrity through adherence of performance standards & code of conduct.
- Maintains HIPAA compliance and addresses competence, legal, ethical, political, and economic issues with healthcare team during the practicum experience.

**Research**

- Integrates theory, science, and best evidence to facilitate administrative actions.
- Synthesizes data, research, interviews and other activities related to the development, execution, implementation, or evaluation of a nursing administration solution in practice.

**Critical Thinking**

- Grounds managerial actions in organizational theory and evidence-based leadership practices.
- Models critical and reflective thinking.
- Creates opportunities for the healthcare team (colleague) to develop their critical thinking and critical reasoning skills.
- Demonstrates adaptability and flexibility in leadership situations.
- Implements evidence-based assessment and evaluation strategies that are appropriate to the managerial or leadership learning situation.

**Cultural Competence**

- Recognizes multicultural, gender and experiential influences on leadership and managerial interactions.
- Advocate for human dignity and social justice as an advance practice leader.

**Professional Development/Leadership**

- Implements a variety of managerial strategies appropriate to specific situation within an organizational setting.
- Shows enthusiasm in mentoring, managing, and leading that inspires and motivates colleagues and peers.
- Assesses individual working styles and unique working needs and fosters the cognitive, psychomotor, and affective development of mentees, colleagues and peers.
- Attends all established practicum days, or notifies clinical preceptor of absence and establishes clinical make-up experience.
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning.

**Informatics**

- Uses information technologies and provides resources to skillfully support the managerial process.