

**Colorado State University-Pueblo
School of Nursing**



**Graduate Nursing Program
Preceptor Handbook**

Contents

Introduction	3
Graduate Department Contact Information	4
General Information	6
Graduate Program Outcomes:	7
Student Learning Outcomes:	7
Professional Standards	8
Communication	8
Family Education Rights and Privacy Act (FERPA)	8
Nurse Practitioner Clinical Experience	9
Nurse Educator Teaching Practicum	
Student Injury at a Clinical Site	10
Drug Screen Policy	10
Clinical Progression in the Nurse Practitioner Areas of Emphasis	12
Roles of the Preceptor	12
Role of the Student	13
Role of the Faculty	15
Clinical Site Evaluation by Faculty	15
Dismissal from the Clinical Setting	15
Appendix	17
Preceptor Evaluation of Nurse Practitioner Student	19
The following questions will be e-mailed:	19
Nurse Practitioner Student Evaluation of the Preceptor/Site	20
Clinical Site Evaluation Form	21



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Introduction

The *Graduate Nursing Program Nurse Practitioner Preceptor Handbook* contains general information and policies/procedures for preceptors of nurse practitioner and nurse educator students at CSU-Pueblo. The handbook includes general guidelines for the nurse practitioner clinical experience, the nurse educator teaching practicum, responsibilities of preceptors, students, and faculty and contact information for program coordinators at CSU-Pueblo.

The School of Nursing (SON) reserves the right to change, delete, or add information to the handbook without previous notice and at its sole discretion. Changes that may be made to the policies in this handbook will be distributed to each enrolled student via their university email account and posted on Blackboard and to the CSU-Pueblo School of Nursing website.

The School of Nursing is grateful for the spirit of cooperation shown by health professionals who are willing to share their clinical and teaching expertise to increase the skills of the advanced practice nursing students.

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General Information

The nursing program at Colorado State University-Pueblo was established in 1964 (then Southern Colorado State College) as an associate degree program. The first class graduated two years later. With the graduation of the first class, the program was accredited by the National League for Nursing (NLN).

In 1974, the nursing faculty recognized the need for a baccalaureate program in nursing. The School of Nursing received authorization for an upper division degree-completion baccalaureate program for registered nurses. In 1975, the state legislature granted the college university status and the college name was changed to the University of Southern Colorado. The first graduates from the degree-completion program were awarded baccalaureate degrees in May of 1977. NLN granted initial accreditation to the degree-completion program in 1981. In 2003 the university became Colorado State University – Pueblo. The National League for Nursing Accrediting Commission (NLNAC) granted continued accreditation in 2011.

In 2003, the Colorado State University System confirmed approval of the Master of Science with a major in Nursing (MS) at Colorado State University – Pueblo. The graduate nursing program was initially accredited in 2006 by the National League for Nursing Accrediting Commission (NLNAC) and reaccredited 2019. The following master's program emphasis areas are offered:

- ❖ Adult/Gerontology Acute Care Nurse Practitioner
- ❖ Adult/Gerontology Acute Care / Family Nurse Practitioner
- ❖ Psychiatric-Mental Health Nurse Practitioner
- ❖ Nurse Educator
- ❖ Nurse Manager and Leader

In 2018, Colorado State University Pueblo received approval from the Higher Learning Commission, Colorado Department of Education for the Doctor of Nursing Practice for both BSN and MS entry points. In 2019, the Accreditation Commission for Education in Nursing (ACEN) granted Candidacy for the clinical doctorate in nursing program. Initial accreditation site visit is scheduled for Fall 2021 with anticipated notification Spring 2022.

- ❖ BSN to DNP Adult/Gerontology Acute Care Nurse Practitioner
- ❖ BSN to DNP Adult/Gerontology Acute Care / Family Nurse Practitioner
- ❖ BSN to DNP Psychiatric-Mental Health Nurse Practitioner
- ❖ MS to DNP Population Health

The CSU-Pueblo School of Nursing graduate program is accredited by Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. The phone number is (404) 975-5000 and internet address is www.acenursing.org.

Graduate Program Outcomes:

1. Eighty percent of graduates will:
 - Complete the program within one and one half times the length of the program.
 - Express satisfaction with the program.
 - Pass national certification exam the first time.
 - Be employed in role related professional practice within six months to one year.
2. Eighty percent (80%) of employers will express satisfaction with graduates job performance.

Specific student outcomes for each emphasis track are based on national competency expectations.

End-of-Program Student Learning Outcomes MS in Nursing:

At the completion of the program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.
2. Utilize interprofessional collaboration to provide safe, quality patient-centered care.
3. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

End-of-Program Student Learning Outcomes DNP:

At the completion of the program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice
2. Conduct scholarly inquiry to influence health outcomes of individuals, aggregates and populations
3. Organize interprofessional collaboration to provide safe, quality patient-centered care.
4. Assume a leadership role in transforming health care systems, policies and standards of care

RESOURCES

American Association of Colleges of Nursing (AACN). Common advanced practice registered nurse doctoral-level competencies (2017, October). Retrieved from: 14
<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Common-APRN-DoctoralCompetencies.pdf?ver=2019-02-15-095641-620>

American Association of Colleges of Nursing (AACN). The essentials of doctoral education for advanced nursing practice (2006). Retrieved from: <https://www.aacnnursing.org/DNP/DNP-Essentials>
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National Organization of Nurse Practitioner Faculties (2016). Criteria for evaluation for nurse practitioner programs. Retrieved from
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<https://www.nonpf.org/page/14>

National Organization of Nurse Practitioner Faculties (2013). Population-focused nurse practitioner competencies: Psychiatric-mental health (pp. Retrieved from:
<https://www.nonpf.org/page/14>

Quality and Safety Education for Nurses (2012). QSEN competencies definitions. Retrieved from <http://qsen.org/competencies/>

U.S. Department of Education (2018). Family educational rights and privacy act (FERPA). Retrieved from: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Professional Standards

Students are expected to comply with the current provisions published by the *American Nurses' Association (ANA) Code of Ethics for Nurses*, the Colorado Nurse Practice Act and the ANA Principles of Social Networking.

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf>

<http://www.dora.state.co.us/nursing/statutes/NursePracticeAct.pdf>

Students are always expected to dress appropriately and behave in a professional manner in the classroom, laboratory and clinical sites.

Student nurse practitioners in the clinical setting should wear school insignia and/or student identification with photo badges.

Students nurse practitioners should wear business casual clothing with a laboratory coat and the appropriate insignia and/or name tags at all clinical sites unless the clinical site specifies the dress code.

Communication

Communication between faculty, administration, and student preceptors is crucial for effective learning to take place. CSU - Pueblo School of Nursing utilizes several tools to facilitate the communication process. Information will be disseminated verbally, and/or electronically using university e-mail accounts or Blackboard posting. Students must routinely check their school email daily during the week.

Graduate nursing students should be able to effectively communicate, orally and in writing, elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communication. Students must be able to communicate effectively and sensitively with patients and their families. Students also must be able to communicate effectively and efficiently, and work cooperatively, with all members of the health care team for patient care. Students must also be able to gather information appropriately, explain information in a patient-centered manner, listen effectively, recognize, acknowledge and respond to emotions, and exhibit sensitivity to social and cultural differences.

Family Education Rights and Privacy Act (FERPA)

The SON adheres to the letter and intent of the Family Education Rights and Privacy Act (FERPA). FERPA governs requests for access to and release of information from student records.

Nurse Practitioner Clinical Experience

1. Course faculty must approve all clinical experiences.
2. Travel to and from clinical experience is the student's responsibility.
3. Students are to engage in clinical experience and meet with the faculty member as part of coursework during the academic term for which they are registered.
4. The number of hours each student spends in practice with his or her preceptor is individualized with each clinical course and the student's academic plan. **Clinical times are allowed only during the regular semester schedule.** No clinical hours are allowed during the university recognized holidays, fall, winter, or spring breaks.
5. Clinical times are mutually set between the student and the preceptor.
6. Students are to share the course syllabus and/or course objectives with the preceptor for a review of the course description, learning objectives and course requirements.
7. Students are responsible to develop daily objectives and to review them with their preceptors.
8. The student provides the preceptor with the website for the *Graduate Nursing Program Nurse Practitioner Preceptor Handbook*
<https://www.csupueblo.edu/nursing/preceptor-resources.html>
9. All preceptors must complete and sign a Clinical Preceptor Agreement Form, prior to or on the first clinical date. A Clinical Preceptor Agreement form must be completed for a student to start at the clinical site. Refer to appendix A for the Clinical Preceptor Agreement Form.
10. If the preceptor is contracted with an institution, the student must verify with the graduate nursing program associate that the institution has a current contract on file within the SON.
11. Students are not allowed in the clinical setting without a clinical preceptor and a signed Clinical Preceptor Agreement.
12. Students are expected to attend every clinical activity **as scheduled**. If unable to attend the full clinical day or missing any portion of the day due to unavoidable circumstances, it is mandatory that the student notify the clinical preceptor, clinical site visitor and lead instructor for the course **prior** to the start of clinical day.
13. Required clinical hours for NP synthesis:
 - a. AGACNP- 585 total over 5 semesters
 - b. FNP- 585 total over 4-5 semesters
 - c. PMHNP- 585 total over 4-5 semesters

Nurse Educator Teaching Practicum

All nurse educator students are required to complete 135 teaching hours in classroom, clinical, and nursing skills/simulation lab settings.

Classroom: Approximately 50 hours observation of the role of the academic educator, lecture preparation, classroom lectures/presentations, exam activities, online activities, reflection on activities.

Clinical Environment: Approximately 50 hours observation of the role of the clinical educator, preparation, simulation/skills lab teaching, clinical evaluation, post-conference observation and teaching, reflection on activities.

Faculty Development: Approximately 35 hours for faculty meetings, workshops, curriculum, and other committees, office work, learning to function in the educational environment, reflecting on quality improvement, and learning to be a change agent.

Teaching in settings other than a formal teaching institution requires the student to develop personal goals to achieve during the practicum. The student and preceptor will work together to achieve those objectives in that teaching situation. (135 teaching hours required).

After discussing the choice of preceptor with the course instructor, the student will work closely with the preceptor to design the teaching experiences.

The student will:

- a. Obtain completed and signed Preceptor Memorandum of Agreement and submit to the school.
- b. Teach the assigned classroom, clinical, and lab sessions under the guidance of the preceptor.
- c.

DNP Gap Hours

1. Course faculty must approve all clinical experiences.
2. Travel to and from clinical experience is the student's responsibility.
3. Students are to engage in clinical experience and meet with the faculty member as part of coursework during the academic term for which they are registered.
4. The number of hours each student spends in practice with his or her preceptor is individualized based on gap analysis. **Clinical times are allowed only during the regular semester schedule.** No clinical hours are allowed during the university recognized holidays, fall, winter, or spring breaks.
5. Clinical times are mutually set between the student and the preceptor.
6. Students are to share the course syllabus and/or course objectives with the preceptor for a review of the course description, learning objectives and course requirements.
7. Students are responsible to develop daily objectives and to review them with their preceptors.
8. The student provides the preceptor with the website for the *Graduate Nursing Program Nurse Practitioner Preceptor Handbook*
<https://www.csupueblo.edu/nursing/preceptor-resources.html>
9. All preceptors must complete and sign a Clinical Preceptor Agreement Form, prior to or on the first clinical date. A Clinical Preceptor Agreement form must be completed for a student to start at the clinical site. Refer to appendix A for the Clinical Preceptor Agreement Form.
10. If the preceptor is contracted with an institution, the student must verify with the graduate nursing program associate that the institution has a current contract on file within the SON.
11. Students are not allowed in the clinical setting without a clinical preceptor and a signed Clinical Preceptor Agreement.
12. Students are expected to attend every clinical activity **as scheduled**. If unable to attend the full clinical day or missing any portion of the day due to unavoidable circumstances, it is mandatory that the student notify the clinical preceptor, clinical site visitor and lead instructor for the course **prior** to the start of clinical day.

DNP Project Practicum

See DNP Project Handbook

Student Injury at a Clinical Site

Worker's Compensation Claim Forms are available from the CSU-Pueblo website:
www.csupueblo.edu (Quick Links – Human Resources – Worker's Compensation - see Worker's Compensation Provider Designation Form)

If there is an injury, the employee (student) and supervisor (instructor) need to fill out worker's compensation claim.

The student will report to the university Human Resources Office with claim form filled out.

Human Resource (HR) Office

Phone: (719) 549-2076

If it's a life or death situation, go to the nearest ER. Otherwise go to St. Mary Corwin ER for treatment.

If needle stick or any exposure: baseline lab work is done through Centura Center for Occupational Medicine (CCOM).

HR will make the appointment at CCOM.

CCOM is located at:

4112 Outlook Blvd. Suite 37

Pueblo CO, 81008

(719) 526-6300

Drug Screen Policy

Because of the profound effect that the use of certain drugs have on the performance of individuals, the School of Nursing is legally and ethically obligated to protect patients and others in the health care setting from students who are under the influence of drugs/alcohol that affect coordination, behavior, judgment and decision making ability. Health care facilities where students attend clinical rotations may require a negative drug screen before students are allowed to provide care for patients.

Policy: Preclinical Substance Abuse Testing

1. Students scheduled to attend a clinical rotation in a facility that requires a drug screen will comply with the facility's requirements for drug screens, which may include the cost of the procedure.

2. If the drug screen is negative, the student may attend the assigned clinical rotation.

3. If the drug screen is positive for a substance not covered by a legitimate prescription, the student will not be allowed to continue in the clinical course and is considered ineligible for *any* clinical experiences during that semester. The student must withdraw from the clinical course or a grade of “F” will be assigned. In addition, the student will be dismissed from the nursing program with no opportunity for readmission.

Faculty may require a student to complete a blood alcohol test, drug screen and/or other substance abuse screen if there is reasonable cause to believe that the student is under the influence of drugs or alcohol during a clinical experience, off-campus and on-campus classes, lab classes and/or simulation (SIM). Reasonable cause can be defined as a personal observation of inappropriate behavioral conduct, inappropriate speech, body odors or impaired task functioning. See Reasonable Suspicion of Impairment section for more details.

Policy: Reasonable Suspicion of Impairment

1. The student will be immediately removed from direct patient care by the preceptor.
2. The preceptor will notify the lead instructor.
3. The student will be required to be immediately report to a testing facility. Transportation and test(s) will be at the student’s expense.
4. The lead instructor will notify the Graduate Nursing Program Coordinator.
5. If the result of the drug/alcohol test is negative, the student will be allowed to continue in the clinical course.
6. If the result of the drug/alcohol test is positive for a substance not covered by a legitimate prescription, the student will receive a failing grade in that nursing clinical course and will be dismissed from the nursing program with no opportunity for readmission. In addition, this is a reportable event to the Colorado State Board of Nursing.

If a student refuses to submit to a drug screen, the result will be assumed positive and the student will be dismissed from the graduate nursing program with no opportunity for readmission.

If a drug screen is reported as “dilute,” the student must repeat the drug screen within 24 hours.

If a second “dilute” is reported, the drug screen will be considered positive and the student will be dismissed from the nursing program with no opportunity for readmission.

If a test result shows evidence of a *legal*, mood altering drug, students will be required to offer proof that the drug has been prescribed by a health care provider specifically for their use. A positive test for a substance with an accompanying prescription will be viewed as a negative screen. However, if the student is not able to perform safely in the clinical arena due to medication effects, he/she must meet with the Graduate Nursing Program Coordinator for further discussion of possible options to successfully meet clinical course requirements. It is possible that the student will not be allowed to continue in the clinical course while under the effects of this medication.

Students are encouraged to inform the clinical instructor if taking medications that could affect performance, keeping in mind that patient safety is at the forefront of our priority.

Clinical Progression in the Areas of Emphasis

All NP students are required to complete clinical hours in their respective nurse practitioner emphasis areas.

All nurse educator students are required to complete teaching hours in classroom, clinical, and nursing skills/simulation lab settings

Upon student request, the clinical faculty/preceptor/site visitor will discuss the clinical evaluations with the student each semester in order to monitor the student's progress in the program and to allow the student to progress to the next clinical course.

By the end of the last clinical course, students must obtain a rating of competency in all areas of interest on the Evaluation of Nurse Practitioner Student by Preceptor in order to be eligible for graduation from the nurse practitioner program. The evaluation tool will be sent to each preceptor via email. The student is responsible to provide the correct information to the graduate nursing program assistant on the agreement form. See Appendix B to review the questions on the preceptor evaluation.

Roles of the Preceptor

The NP or nurse educator, DNP gap hours preceptor will:

- Collaborate with faculty and student to select patients and to provide learning activities appropriate to the clinical course objectives.
- Establish the student's preceptorship objectives, clarifying expectations of both parties.
- Orient student to clinical site's resource policies and other processes.
- Observe the students directly and provide feedback on planned and actual management.
- Is available for consultation and review of patient history and physical examination, differential diagnosis, laboratory findings, working diagnoses and treatment plans.
- Provide ongoing feedback regarding the student's clinical progress, strengths, and weaknesses, and modifies clinical learning experiences.
- Maintain a collegial relationship with student and faculty by communicating the student's progress.
- Contact faculty about actual or potential problems during the preceptorship.
- Introduce the student to professional colleagues and provide for an orientation to clinical site.
- The preceptorship experience should involve as much patient-student interaction as possible.
- Allow the student to independently interview and assess patients, validating the student's findings and evaluating and correcting evidence-based planned patient management.

- Inform patients that a supervised nurse practitioner student is seeing them. (Patients maintain the right to refuse.)
- Review entries in the medical record, provide feedback and ensure corrections.
- Must document to demonstrate active involvement in the care of the patient with the Nurse Practitioner student.
- Allow the student to participate in home visits, nursing home rounds and hospital rounds as appropriate. Night call is a reasonable part of their rotation. The student is to have the opportunity to observe the professional demands of a nurse practitioner, physician and other interprofessional collaboration partnerships.
- Agree to facilitate student learning in accordance with course objectives.
- Agrees to provide clinical supervision for the student in the Master of Science Nursing Program at Colorado State University-Pueblo.
- The preceptor and clinical facility shall always retain ultimate control and responsibility for patient care.
- Agrees to complete evaluation of the NP student within 5 days of clinical hour completion, each semester. Validate student's progress through electronic evaluations using the Evaluation of the Graduate Nursing Student by Preceptor weblink that will be emailed to the address listed on the preceptor agreement before the last scheduled clinical day. Student will not pass the clinical course without a completed preceptor evaluation prior to the end of the regular semester (Friday prior to Finals week of the current semester). If the student qualifies, an incomplete agreement form can be completed between the student and the instructor. If the incomplete is not cleared by the agreed upon dates, the student will be dismissed from the program.

Role of the Student

The NP and DNP gap hours student will:

- Establish a collegial relationship with the preceptor.
- Establish the student's preceptorship objectives.
- Clarify the role, expectations, and responsibilities of both parties.
- Provide course instructor with a signed Clinical Preceptor Agreement form for each preceptor, each semester on or before the first day of clinical scheduled.
- Provide the instructor, site visitor, preceptor and clinical site with dates and times for clinical dates agreed upon.
- Request an orientation to clinical site, if not completed before first day at each clinical site.
- Act and dress professionally and wear a CSU-Pueblo name tag. (See Dress Code Section)
- Be responsible to know, meet, and communicate course objectives to the preceptor.
- Identify personal and professional educational needs, interests, and agreed upon individual daily learning objectives with each preceptor to structure the student clinical experience.
- Arrive on time and adapt to the usual work pattern of the practice.
- Complete the designated number of clinical hours as agreed upon with each preceptor and required in the course syllabi.

- Review the planned patient schedule with the preceptor each clinical day. Discuss pertinent patient information. Plan time for each patient, documentation, and preceptor feedback.
- Identify, evaluate, and manage common acute conditions, emergent, stable chronic and complex conditions.
- Determine health promotion and disease prevention knowledge and practices to identify patient and family risk factors.
- Develops health education and health promotion interventions.
- Evaluate psychosocial factors related to patient condition.
- Identify health care needs within the context of the sociocultural environment.
- Recognize the influences of cultural diversity in health care and provide care to vulnerable populations.
- Collaborate with other health care professionals in the plan of care and make appropriate referrals.
- Present findings clearly and concisely, focusing on the reason for the contact. Document using legible notes when recording data in the patient's records.
- Maintain all clinical program requirements (pre-clinical orientation, ACLS, PALS, CPR, immunizations, etc.). All certification (CPR, ACLS, PALS, etc.) requirements must be updated and complete before the first day of any clinical rotation. Annual drug and background screens must be completed by annually on or prior to the renewal due date.
- Contact preceptor and faculty immediately regarding problems during the preceptorship.
- Complete clinical schedule updates and additions to the weekly clinical plan and e-log clinical documentation each week, or as directed by course syllabus. Only the Nursing Graduate Program Assistant is permitted to enter preceptors into e-logs.
- DO Not alter or change e-log records after the end of each semester. This is considered academic dishonesty (See University Catalog: Academic Dishonesty)
- Remain at the site until the work is completed.
- Adhere to all clinical and program policies and procedures outlined in the graduate student nursing handbook and university policies.
- NP student will email electronic preceptor evaluation request to GradNursing@csupueblo.edu at least one week prior to planned final scheduled clinical date with preceptor. Include in each email request: students name, preceptor name, preceptor email address, last date schedule for clinical hours with preceptor, course number, semester, and year. The electronic evaluation link will be sent to preceptor's email.
- All clinical paperwork must be complete by the Friday at 5 pm prior to finals week (fall and spring semesters) and the last week of the summer semester.

The Nurse Educator student will:

- The nurse educator student will explore the nurse educator role in structuring teaching strategies that ensure effective individual and group learning, safe clinical practice, and a commitment to lifelong learning. This immersion experience gives the student the opportunity to master new nursing expertise and skills in the education arena. Coursework

will be put into practice. The student will demonstrate high-level communication, professionalism, evidence-based teaching practice, and quality improvement strategies.

- The Nurse Educator student will:
 1. Be prepared for the teaching experience.
 2. Demonstrate knowledge of teaching and learning strategies.
 3. Practice effective oral, written, and electronic communication.
 4. Show enthusiasm for teaching and learning'
 5. Use feedback from students, preceptor, and faculty to improve teaching effectiveness.

Role of the Faculty

- Post the clinical course syllabus with objectives for student learning experiences.
- Monitor and evaluate the student's clinical experience with input from the preceptor and site visitor.
- Serve as a role model for the student.
- Minimize disruptions to the daily routine of the site and facilitate completion of the student's clinical experience.
- Involve the site staff in integrating the students into daily activities at the clinical site.
- Facilitate the process for the student and preceptor to discuss learning objectives in order to structure the student experience and evaluate student progress.
- Encourage the student to work with interprofessional health care team members.
- Provide a pre-clinical orientation that may include:
 - Philosophy and characteristics of various clinical sites
 - Role of the advanced practice nurse
 - Course syllabus and course objectives
 - Explanation of projects and course evaluation measures
 - Grading criteria
 - Student adaptation and etiquette in a busy practice
 - Legal limitations of activities
 - Precepting requirements
 - Self-learning skills
 - Student responsibilities
- Available to communicate with the student and the preceptor regularly.
- Monitor and evaluate the student's overall performance in conjunction with the preceptor

Clinical Site Evaluation by Faculty

Site evaluations are planned in advance at the preceptor's convenience. Site evaluations are conducted periodically by the faculty to: 1) touch base with the preceptor or site manager, 2) observe the student in the clinical or educational site and, 3) gather information about the clinical or educational experience and about student progress toward meeting the course objectives.

Faculty evaluates the clinical site using the Faculty Evaluation of Clinical Site electronic form. See Appendix D to review criteria reviewed on site evaluation.

Dismissal from the Clinical Setting

The nursing clinical instructor and/or clinical preceptor and/or the teaching mentor may execute professional judgment and dismiss a student from the clinical or teaching experience. Grounds for dismissal from the clinical or teaching experience include, but are not limited to the following:

- Failure to adequately prepare in advance for the clinical or teaching experience
- Failure to dress appropriately for the experience
- Reason to question a student's ability to provide appropriate care for the client, or to provide supervision of students in the clinical setting, such as undue stress, illness, fatigue or suspected impairment
- Agency personnel request for student to be removed from site

If a student is dismissed by a clinical site and/or clinical preceptor, the student may not return to any clinical experience until the student meets with the graduate nursing program coordinator and the course instructor and/or clinical or teaching preceptor. This meeting will be based on the availability of the graduate faculty members.

Appendices



SCHOOL OF NURSING
2200 BONFORTE BLVD. PUEBLO, COLORADO 81001
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Appendix A

Nurse Practitioner Student Clinical Preceptor Agreement Form

Student's Name:	_____
Course Number / Instructor	_____
Preceptor's Name / Credentials:	_____
Preceptor's E-Mail:	_____
Preceptor's Telephone / Fax:	T: _____ /F: _____
Preceptor's Practice Specialty:	_____
Office Manager / E-Mail:	_____ / _____
Clinical Site's Name (Organization):	_____
Clinical Site's Address:	_____
Population Served:	_____
Briefly Describe Facility:	_____

Anticipated Dates of Clinical:	_____

Estimated number of hours scheduled	_____

All items must be completed before the agreement is returned to the Nursing Graduate Program Associate. Failure to do so will result in having the information **not** appear in e-logs. Please allow 48 to 72 hours for information to be available in e-logs.

All student evaluations will be done via email between CSU-Pueblo and the preceptor. For that reason, every preceptor must provide a working email address, which will be verified upon the return of this form by the Nursing Graduate Program Associate.

The preceptor agrees to the best of his/her abilities to facilitate student learning in accordance with course objectives. The preceptor agrees to provide clinical supervision for the student in the Master of Science Nursing Program at Colorado State University-Pueblo. Evaluation of the student will be completed by the preceptor within one week of completion of clinical hours. The clinical facility shall at all times retain ultimate control and responsibility for patient care. The student is responsible to provide a copy of the course syllabus to the preceptor. Students in clinical experiences must have advanced practice student malpractice insurance, current CPR, ACLS & PALS certification as appropriate, have undergone a background check & drug screen, current immunizations & TB test (on file in the School of Nursing).

Preceptor Signature: _____ Date of agreement: _____

Student Signature: _____



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Nurse Educator Preceptor Agreement Form

Student's Name:	_____
Course Number / Instructor	NSG 583 L Dr. Peg Rooney
Preceptor's Name / Credentials:	_____
**Preceptor's E-Mail:	_____
Preceptor's Telephone / Fax:	T: _____ /F: _____
Office Assistant's Name / E-Mail:	_____ / _____
Teaching Site's Name:	_____
Teaching Site's Address/ Phone number:	_____
Anticipated Teaching Dates:	_____

Estimated Number of Hours Scheduled:	_____

****Note:** All nurse educator student evaluations by the preceptor are completed via email. For that reason, every preceptor must provide a working email address on this form.

Students: Please make sure that **all items are filled in completely** before this agreement is returned to: GradNursing@csupueblo.edu If this agreement form is not submitted in a timely way, the student will not be able to record teaching hours in e-Logs. Please allow 48 to 72 hours for preceptor information to be available in e-Logs. Please make sure that all clinical requirements are up to date in Castlebranch: (advanced practice student malpractice insurance, current CPR, ACLS & PALS certification if applicable, annual background check & drug screen, immunizations, annual TB test, and any other specific clinical or educational site requirements/system requirements such as My Clinical Exchange). Students will complete site evaluations after the teaching practicum.

Preceptors: Colorado State University-Pueblo School of Nursing is grateful to you for agreeing to be a nurse educator preceptor. Preceptors provide supervision, mentoring, support, and guidance during the nurse educator student's teaching experiences, and facilitate student learning in accordance with the course objectives. The student will give you a copy of the course syllabus and the teaching objectives. Please complete the student's teaching evaluations and the Final Teaching Practicum Evaluation within one (1) week after the completion of each teaching session and after completion of the entire teaching practicum. The preceptor and teaching site shall at all times retain ultimate control and responsibility for their students and patients' education and care. If you have questions or concerns, please contact peg.rooney@csupueblo.edu. Thank you!

Preceptor Signature:

Date:

Student Signature:

Date:



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Preceptor Evaluation of Nurse Practitioner Student

The following questions will be e-mailed:

1. Approximately how many hours of clinical time did you complete with this student?
2. Did the Nurse Practitioner student make appropriate clinical judgments regarding safe prescribing using decision support tools to prescribe pharmaceutical agents? (Such tools may include, but are not limited to: electronic prescribing databases, clinical practice guidelines, evidence-based prescribing guides, pharmaceutical reference guides, professional journals, and textbooks).
3. Was the student consistently on time and professional (punctual, prepared, appearance)?
4. Was the student able to differentiate between variations of normal and abnormal findings?

If you are completing the electronic survey for an observational experience (30 hours) your evaluation is complete.

5. Did the student integrate evidence into an advanced nursing practice role using technology to make ethical decisions for safe patient-centered treatment plans?
6. Did the student develop interprofessional treatment plans as influenced by the patient's needs (ethical, legal, advocacy, etc.) utilizing available resources to participate in the improvement of health outcomes?
7. Did the Nurse Practitioner student check for allergies and use resources to suggest appropriate, safe patient-centered pharmacologic and non-pharmacologic treatments?
8. If your organization had an opening would you hire a CSU-Pueblo Nurse Practitioner graduate?
9. Did the student provide you with their syllabus listing the clinical objectives?

This is the most valuable part of your evaluation of the student, and we appreciate the time you take to do this. Comments are especially important for any marginal or exceptional ratings.

10. Required Comments: Strengths

If you believe this student is ready for certification, please provide examples as to why.

11. Required Comments: Areas Needing Improvement

Please include at least one area needing improvement.

12. Did you have a chance to sit and review this information with the student?



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Final Teaching Practicum Evaluation

Please rate the nurse educator practicum student on the following scale (All ratings must be 2 or above in order for the student to pass the course).

4= Excellent- Teaching is independent, accurate, complete; contributes to students' learning.

3= Above Average- Teaching contributes better than average to students' learning; requires some assistance from preceptor.

2= Average- Teaching contributes to students' learning at an acceptable level, but skills need strengthening.

1=Below Average- Teaching contributes only minimally to students' learning; requires step-by-step assistance from preceptor. Cannot identify areas needed for improvement; does not benefit from special guidance.

SLOs/Course Objectives/Practicum Application	4	3	2	1
Practical Application: <i>Verbalizes understanding of the role of the nurse educator, and demonstrates ability to prioritize key aspects of the role.</i> SLO 1 & 2 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Utilize interprofessional collaboration to provide safe, quality, patient-centered care. Course Objective 1: Demonstrate nurse educator competencies in a variety of settings. Master's Essentials: II, VII, IX Nurse Ed Competencies: V, VI, VII				
Practical Application: <i>Incorporates creative teaching strategies which encourages active student learning. Plans, implements, evaluates effective teaching plans which are level-appropriate.</i> SLO 1 & 3 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services. Course Objective 2: Implement evidence-based teaching techniques appropriate to the adult learner. Master's Essentials: I, III, V, VI, VII, VIII, IX Nurse Ed Competencies: I, II, III, IV				

<p>Practical Application: <i>Uses research to develop evidence-based teaching and evaluation methods. Demonstrates awareness of how nursing education contributes to nursing practice.</i></p> <p>SLOs 1 & 3 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services</p> <p>Course Objective 3: Synthesize knowledge from nursing research into the instructional process.</p> <p>Master's Essentials: III, IV, V VII, VIII</p> <p>Nurse Ed Competencies: III, V, VI, VII, VIII</p>				
<p>Practical Application: <i>Communication is clear and concise.</i></p> <p>SLOs 1, 2, 3 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Utilize interprofessional collaboration to provide safe, quality, patient-centered care. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.</p> <p>Master's Essentials: VII, IX</p> <p>Nurse Ed Competencies: IV, VI, VIII</p> <p>Course Objective 4: Practice effective communication skills that convey ideas in a variety of situations.</p>				
<p>Practical Application: <i>Demonstrates courtesy and respect for students and colleagues.</i></p> <p>SLO 2 Utilize interprofessional collaboration to provide safe, quality, patient-centered care.</p> <p>Course Objective 5: Maintain positive interpersonal relationships with students and colleagues.</p> <p>Master's Essentials: II, VII, IX</p> <p>Nurse Ed Competencies: II, VI, VIII</p>				
<p>Practical Application: <i>Responds to students' needs within 24-48 hours. Provides immediate corrective actions, and immediate praise as warranted.</i></p> <p>SLOs 2 & 3 Utilize interprofessional collaboration to provide safe, quality, patient-centered care. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.</p> <p>Master's Essentials: III, VI, VII</p> <p>Nurse Ed Competencies: I, II, III, IV, VI, VIII</p>				

Appendix E				
Course Objective 6: Provide timely, constructive feedback to learners.				
Practical Application: <i>Alters behavior to reflect use of feedback. Welcomes suggestions for improvement.</i> SLO 3 Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services. Course Objective 7: Use feedback from students and colleagues to improve effectiveness as a nurse educator. Master's Essentials: I, II, VII, IX Nurse Ed Competencies: VI, VIII				
Practical Application: <i>Consistently role models safe, ethical, and effective clinical practice for students learning professional nursing.</i> SLO 1, 2, 3 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Utilize interprofessional collaboration to provide safe, quality, patient-centered care. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services. Course Objective 8: Integrate the American Nurses Association's <i>Scope and Standards of Practice and Code of Ethics</i> into nursing education. Master's Essentials: II, III, VI, IV, VII, IX Nurse Ed Competencies: II, III, IV, VII, VIII				

Comments:

Preceptor Signature and Date

Student Signature and Date



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Nurse Practitioner Student Evaluation of the Preceptor/Site

The following criteria are reviewed by the student:

1. The clinical site provided opportunities for growth as an advanced practice nurse.
2. This clinical site has resources to support a student practicum.
3. This clinical site has procedure and protocol manuals, educational materials, and personnel to adequately support a student in advanced practice nursing.
4. I was able to use a theoretical model to guide my practice in the clinical site with little or no difficulty.
5. The clinical preceptor was sensitive to my need for guidance.
6. The clinical preceptor was able to allow for latitude for my developing autonomy.
7. I was stimulated by the clinical preceptor to confront new problems and situations to prepare me for advanced practice.
8. The clinical site director, preceptor (circle one) assisted me to fulfill the objectives of the course of study for which the practicum was organized.
9. The clinical site personnel did not utilize my services as a worker except as contracted in my clinical course.
10. I was evaluated fairly and objectively by my clinical preceptor.
11. I would recommend this preceptor to my peers for practicum experience.
12. I would recommend this clinical site to my peers for practicum experience.
13. Patients are variable in age, diagnosis and numbers.
14. Diagnostic test results are readily available.
15. The philosophy of the personnel was directed toward quality care, health promotion and disease prevention.
16. Opportunities were readily available for my participation in management of care for patients.
17. My overall evaluation of this clinical practicum site is:

Nurse Educator Student Evaluation of the Preceptor/Site

The site:

Provides opportunities for growth as an advanced practice nurse educator.

Has classroom, clinical, and lab resources to support a teaching practicum.

Has educational materials and personnel to adequately support a student in a teaching practicum.

Teaching opportunities are varied.

The environment is welcoming.

The preceptor:

Was flexible and allowed the student to develop autonomy in the educator role.

Was aware of the course objectives for the teaching practicum and the objectives for classroom, clinical, and lab teaching.

Guided the student as needed.

Stimulated the student to think through situations to prepare the student for the role of the nurse educator.

Gave formative feedback & the summative evaluation was fair and objective.

Recommendation:

I would recommend this site/preceptor to other students for a teaching practicum experience.



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Clinical or Teaching Site Evaluation Form (Done by course instructor)

The clinical or teaching site criteria includes:

The site:

1. Provides opportunities for growth as an advanced practice nurse.
2. Has resources to support a student practicum.
3. Has procedure and protocol manuals, educational materials, and personnel to adequately support a student in advanced practice nursing.

The preceptor:

4. Was sensitive to the students' need for guidance.
5. Was flexible and allowed the student to develop autonomy.
6. Evaluated students fairly and objectively.
7. The clinical site manager or preceptor (circle one) was aware of the course objectives for the practicum experience.
8. I would recommend this preceptor and/or site to other students for practicum experience.
9. Patients are variable in age, diagnosis, and numbers. Student teaching opportunities are varied.
10. Diagnostic test results are readily available.
11. The philosophy of the personnel was directed toward quality care, health promotion and disease prevention, and quality instruction.
12. My overall evaluation of this clinical practicum site is: