School of Nursing

GRADUATE NURSING PROGRAM

Preceptor
Orientation Manual

2020-2021

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Columbus State University
College of Education and Health Professions (COEHP)
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Columbus State University School of Nursing

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.

Columbus State University School of Nursing
Graduate Nursing Program Mission

The mission of the Columbus State University's Graduate Nursing Programs 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

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

1. **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.

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

3. **HIPAA/OSHA** - Student compliance with HIPAA (Health Insurance Portability and Accountability Act) and OSHA (Occupational Safety and Health Administration) guidelines is required. This requirement will be satisfied in ACEMAPP.

4. **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 and clearance from the Graduate Clinical Placement Coordinator for a site and/or preceptor, the student hours will not count and may be dropped from classes and/or placed on probation.

5. A **drug screen** and **background check** through VerifyStudents is required for all students *prior* to beginning any clinical rotation in the MSN program. Appropriate actions will be taken for non-negative findings.

6. **Professional liability insurance** through Mercer (1-800-503-9230) for clinical practice is required for all graduate students. Cost will vary based on the scope of your RN practice. MSN students must carry a minimum of $1,000,000/$6,000,000 coverage.

7. **Health Data and Immunization Requirements** - Upon acceptance to the MSN Program, the student should submit all immunization requirements to ImmuniTrax. Annual physical assessments are also required using the approved physical form.

- Mantoux Tuberculin skin titer or annual TB chest x-ray, completed within the last year. (QuantiFERON Gold Blood Test / T-SPOT TB tests are acceptable)
- Completed Hepatitis B Vaccination series (3) OR titer
- Varicella immunization evidence of Vaccination series (2) OR titer
- MMR Vaccinations (2) OR titer
- Tdap vaccine within last 10 years
- Current (yearly) flu immunization

Students of the CSU School of Nursing are responsible for keeping current all immunizations as stated in the contract with clinical agencies. The student shall submit all preclinical requirements to ImmuniTrax.

The student shall keep original documentation for his/her personal records for future use. Some facilities require additional immunizations and/or testing. Students must comply with facility contract requirements.

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 unless approved by the Assistant Director of the MSN Program and the Director of the CSU School of Nursing.

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. The Clinical Settings and Experiences document details the type of setting and preceptor needed.

   a. Nurses who serve as preceptors must be licensed as a nurse by the state in which they practice.

   b. Students contact prospective preceptors to ask them to serve in that capacity. The Course Faculty and Clinical Placement Coordinator assist students by suggesting potential preceptor sites if an appropriate one has not been selected or approved for the student.

   c. Nurse educator students, complete - 135 hours of practicum with the requirement that 30 of those hours be in Direct Patient Care with a preceptor. The direct care preceptor may or may not need to be different from the academic preceptor for the 135 hours and if two are needed both must be approved by the course faculty.

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 *Clinical Planning 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 submitted to the student's Google Drive shared folder 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 Clinical Planning 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. Students collaborate 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. The student 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. The student 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.

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. Preceptors evaluate 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 are urged to contact faculty at any time during the clinical experience with questions, concerns, or problems.

10. Preceptors will be required to evaluate students in verbal and written format.

11. The preceptor will notify the student and designated faculty member immediately prior to termination of the agreed upon contract.

12. **Preceptors are required to complete and return the last page of this manual as validation of the reading of its contents to the course coordinator via mail or email.**

Faculty/Staff Responsibilities for Preceptorship

1. Faculty may assist students by suggesting potential preceptors if an appropriate one is not selected.

2. Clinical Coordinator must approve selection of preceptors by students and submit the information for processing by the School of Nursing.

3. Clinical Coordinator 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 may conduct site visits, 3 way calls or virtual meetings to evaluate the preceptorship experience of each student.

5. Faculty is available to preceptors as needed.

MSN
Program of Studies

Core Courses for all MSN tracks (15 CREDIT HOURS)

Course Number	Title	Credits	Lab/Practicum Hours
NURS 6104	Theory for Graduate Nursing Practice	3-0-3	
NURS 6105	Research for Evidence-Based Nursing Practice	3-0-3	
NURS 6106	Advanced Pharmacology	3-0-3	
NURS 6107	Advanced Pathophysiology	3-0-3	
NURS 6108	Advanced Health Assessment	2-3-3	45

Education (21 CREDIT HOURS)

NURS 6110	Principles of Education in Nursing	3-0-3	
NURS 6220	Effective Teaching/Learning Strategies	3-0-3	
NURS 6330	Evaluation of Learning	3-0-3	
NURS 6440	Curriculum Development	3-0-3	
NURS 6119	Information Technology in Healthcare	3-0-3	
NURS 6407	Practicum	0-9-3	135
NURS 6999	Focused Project	0-0-3	

Leadership (21 CREDIT HOURS)

Course Number	Title	Credits	Lab/Practicum Hours
NURS 6100	Principles of Leadership & Management within Health Care Organizations	3-0-3	
NURS 6119	Information Technology in Health Care	3-0-3	
NURS 6210	Management of Human Resources in Health Care	3-0-3	
NURS 6230	Health Care Delivery Systems	3-0-3	
NURS 6240	Health Care Finance	3-0-3	
NURS 6407	Practicum	0-9-3	135
NURS 6999	Focused Project	0-0-3	

Informatics (21 CREDIT HOURS)

NURS 6720	Applied Statistics and Data Mining	3-0-3	
NURS 6730	Process Improvement for Health Care	3-0-3	
NURS 6740	Health Information Exchange Standards & Models	3-0-3	
NURS 6750	Health Systems Project Management	3-0-3	
NURS 6760	Clinical Decision Support Systems	3-0-3	
NURS 6407	Practicum	0-9-3	135
NURS 6999	Focused Project	0-0-3	

Columbus State University
Graduate Program
Letter of Acknowledgement for Preceptor

I, _____
<div align="center">(Preceptor's Name)</div>

am employed by_____
<div align="center">(Name of site)</div>

and agree to act as a preceptor for students enrolled in the nursing programs selected below for the period beginning_____through_____.
<div align="center">(Month/Year)   (Month/year)</div>

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 EMAIL OR FAX TO:

Dr. Janet Alexander
Director, School of Nursing
Columbus State University
Graduate Nursing Program
Email: alexander_janet@columbusstate.edu
Fax: (706) 565-1490

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
*Must achieve score of 3-5 in each area to pass direct care practicum and have points added to final grade.

KEY CONCEPTS OF PROGRAM OUTCOMES	FINAL				
Advanced Practice Role	**1**	**2**	**3**	**4**	**5**
Identified an area of advanced nursing practice that provided the opportunity to develop in-depth knowledge and expertise in a particular area of nursing. Area Chosen:_____					
Fulfilled approximately thirty (30) supervised hours in a direct patient care role. Dates of supervised hours:_____ Total hours:_____					
Complied with the rules and regulations, policies, and procedures of the facility; including the facility code of ethics, corporate compliance, health, safety policies.					
Reflected professional standards and dress standard of the facility by appearance and attire.					
Maintained client confidentiality according to all HIPAA regulations, healthcare policies and regulations of the facility.					
Furthered development of patient care delivery skills, as well as system assessment and intervention skills, for the specialty area of interest.					

As the Direct Care preceptor, I verify this student satisfactorily completed 30 hours of direct patient care.

Signature of Direct Care Preceptor_____ **Date** _____

Comments:

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. *Must achieve score of 3-5 in each area to pass practicum and have points added to final grade. *Must achieve score of 3-5 in each area to pass practicum and have points added to final grade.

KEY CONCEPTS OF PROGRAM OUTCOMES	MIDTERM						FINAL				
Advanced Practice Role	1	2	3	4	5		1	2	3	4	5
cts the role of an advanced nurse educator under the direction of a Master's/Doctoral prepared educator.											
Applies complex knowledge & skill in academic & practice learning environment.											
Evaluates strategies to advance nursing education.											
Explores the current & future educational challenges for the advancement of nursing education.											
Serves as a role model of professional nursing with the importance of addressing the physiological, intellectual, emotional, spiritual, philosophical ad cultural components in the practice of nursing.											
Completes a minimum of 135 practicum hours in a site that accommodates in-class & clinical teaching and simulation- 30 of these hours will be spent in direct care.											
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. *Must achieve score of 3-5 in each area to pass practicum and have points added to final grade. *Must achieve score of 3-5 in each area to pass practicum and have points added to final grade.

KEY CONCEPTS OF PROGRAM OUTCOMES	MIDTERM						FINAL				
Advanced Practice Role	1	2	3	4	5		1	2	3	4	5
Practice in the role of an advanced nurse informaticist.											
Applies knowledge & skills acquired during the nursing informatics program.											
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.											
Explores the emerging trends in healthcare of informatics & technologies.											
Completes 135 practicum hours working under the direction of a healthcare informatics professional in a healthcare environment.											
Interprofessional Collaboration											
Develops collegial working relationship with informatics team, preceptor, & clinical agency personnel to promote a positive leaning 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 informaticist.											
Demonstrates autonomy & integrity through adherence of performance standards & code of conduct.											
Maintains HIPPA compliance and addresses competence, legal, ethical, political, and economic issues with the informatics team and healthcare team during the practicum experience.											
Research											
Facilitates the application of theories and research related to informatics.											
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).											
Critical Thinking											
Grounds technical (computer technology) actions in a variety of theories (Information Processing Theory, Systems Theory, Learning Theory, Change Theory) and evidence-based knowledge applications.											
Models critical and reflective thinking.											
Creates opportunities for the informatics team and healthcare team (colleague) to develop their critical thinking and critical reasoning skills.											
Implements evidence-based assessment and evaluation strategies that are appropriate to the informatics learning situation.											
Demonstrates adaptability and flexibility in informatics situations.											
Cultural Competence											
Recognizes multicultural, gender and experiential influences on information technology.											
Advocate for human dignity and social justice as an advance practice leader.											
Professional Development											
Assess 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 patient care delivery and the nursing practice experience.											
Informatics											
Analyzes the leadership and technical behaviors of various informatics roles.											
Implements a variety of informational (technological) strategies appropriate to situations											
Shows enthusiasm for using information and technology to communicate, manage knowledge, mitigate errors, and support decision making that inspires and motivates colleagues and peers.											

NURS 6407 Practicum - MSN Nurse   Leader Clinical Evaluation Tool*

Student Name:_____**Date:**_____**Preceptor Name:** _____

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. ***Must achieve score of 3-5 in each area to pass practicum and have points added to final grade. *Must achieve score of 3-5 in each area to pass practicum and have points added to final grade.**

KEY CONCEPTS OF PROGRAM OUTCOMES	MIDTERM						FINAL				
Advanced Practice Role	1	2	3	4	5		1	2	3	4	5
Enacts the role of an advanced nurse leader.											
Applies knowledge & skills acquired during the nurse leader program.											
Focuses on nursing leadership processes.											
Explores the multiple aspects of the nurse leader role & opportunities to interact with an interdisciplinary team.											
Serves as a role model of professional nursing with the importance of addressing the physiological, intellectual, emotional, spiritual, philosophical ad cultural components in the practice of nursing.											
Completes a minimum of 135 hours of practical experience un the direction of a nurse leader professional in a healthcare delivery system.											
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.											
Assess 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.											