

Weber State University
Dumke College of Health Professions
School of Nursing



MSN Nurse Educator
Residency Handbook

Master of Science in Nursing
Dr. Ezekiel R. Dumke College of Health Professions
Weber State University
Ogden, Utah 84408-3903

2013-2014

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Dear Graduate Nurse Residency Preceptor,

Thank you so much for agreeing to precept a graduate nursing student in the Weber State University's School of Nursing; Master of Science in Nursing (MSN) Program. Your expert guidance is invaluable in providing our graduate nursing students the opportunity to apply the theoretical concepts, principles, and practices. Your professional guidance will significantly enhance their preparation for the advanced nursing role.

The student you will be working with will gain confidence and validation as you provide mentoring, teaching, coaching, and role modeling opportunities. It is difficult to imagine successfully preparing these individuals without the collaboration of our colleagues in the community!

Please review the information provided in this Preceptor Handbook. The handbook provides an overview of the MSN Residency experience, the selection criteria of the preceptor, and the role and responsibilities of the preceptor, student, and MSN faculty member.

The MSN student assigned to work with you will also provide you a copy of the residency course syllabus in which you will find the course objectives. In addition, the student is required to provide you a professional resume or profile and two or three personal learning objectives, which are subject to the faculty and preceptor's approval. Once established, you and the student should review and refine the residency learning objectives and discuss opportunities available in your practice that will facilitate the achievement of these learning objectives. As part of your process with the student, plan to review and revise learning objectives and evaluate progress toward goals at intervals in the residency timeframe as necessary. Please engage the faculty as needed.

Copies of the Student Residency Evaluation forms to be completed by you are also provided in this packet. Please complete a copy of the evaluation form approximately 5-6 weeks into the residency experience, and then again at the completion of the residency. Both of these documents should be completed and then reviewed with the student prior to submitting them to the assigned MSN faculty member. The assigned faculty member will provide information relative to submitting these documents prior to the beginning of the residency experience.

Prior to beginning the Residency Preceptorship, please complete and submit to the WSU Nursing Department the following forms (included in this packet):

- Clinical Faculty Curriculum Vitae indicating professional preparation and licensure (To satisfy the accreditation requirement many preceptors elect to submit current curriculum vitae or resumes.)
- Clinical Faculty Agreement acknowledging your willingness to serve as a preceptor for the specified semester and student.

The Weber State University School of Nursing MSN Program faculty values your service as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying. Please feel free to contact the residency course instructor or me if you have any questions or concerns. Thank you for your assistance with our efforts to provide our graduate students a quality learning experience.

Respectfully,

Melissa NeVille DNP, APRN, CPNP-PC

MSN Program Director
Weber State University

Introduction

A Master of Science in Nursing (MSN) Residency is a learning experience that allows the Weber State University graduate nursing student, with supervision and mentoring, to apply knowledge and skills gained in the didactic portion of the student's MSN Program coursework. The MSN Program Residency will provide the graduate nursing student the opportunity to observe and actively participate in the advanced nursing role for which the student is preparing to perform. The purpose of this document is to provide the MSN Preceptor an overview of the MSN Residency objectives and role expectations associated with this experience.

Because each student enters the residency experience with a varied amount of prior experience and/or competence, providing residency-learning opportunities that support the student's individual learning needs may be challenging. Therefore, the purpose of Preceptor Handbook is to provide preceptors helpful information and guidelines to optimize the residency experience for both the student and the preceptor.

MSN Program and Residency Overview

The Weber State University (WSU) Nursing School of Nursing (SON) Master of Science in Nursing (MSN) Program curriculum is designed to prepare the graduate to practice in advanced nursing roles within complex and broader levels of professional autonomy. The MSN program is designed to educate: 1) nurse administrators, and 2) college-level nursing faculty and service-based/healthcare nurse educators.

The MSN Program coursework is delivered using a technology supported hybrid modality. The hybrid teaching-learning modality supports the accomplishment of the program goals by employing a combination of the traditional face-to-face classroom experience combined with asynchronous online learning activities and faculty-student interaction. This teaching format allows for the convenience of online classes balanced with in-class interaction with professors. Students learn theory online, and then travel to campus for scheduled daylong interactions with faculty focused on application activities.

Prior to the beginning of the Residency experience, the MSN students will have completed or documented the following MSN Program requirements:

- Current CPR certification
- Current OSHA, HIPAA, and universal precautions training
- Current immunizations including Hepatitis B, Tetanus, and PPD screening
- Submitted and returned national criminal background check
- Submitted and returned negative drug screening results (as required)
- WSU School of Nursing Student ID badges

Fall semester begins the final week of August and ends mid-December. Spring semester begins the first week of January and ends near the beginning of May. Each semester consist of 14 weeks of coursework, of which 12-13 weeks will be dedicated to the Residency experience. The Residency experience requires a total of 85 contact (clock) hours, or approximately 6-7 hours per week.

The Residency Preceptor is critical to a successful learning experience for the graduate nursing student. The student will work closely with the preceptor, learning from both advice and example. Through the preceptor's supervision, the student will progressively develop the skills and critical judgment necessary to become an effective nurse administrator or nurse educator.

A Residency Preceptor is an experienced professional who guides the student into the real world of advanced nursing and allows the student to learn new skills while gaining confidence and validation. As a preceptor, you will teach, coach, and role model appropriate responses to real world advanced nursing role problems and decision-making.

Residency Preceptor Selection Criteria

A qualified Residency Preceptor must supervise the student's residency experience and facilitate opportunities for experiential learning within the student's selected graduate program of study. Specific roles and responsibilities vary somewhat dependent upon the specialty area. However, all Residency Preceptors are required to fulfill the following qualifications:

- Possess a minimum of an MSN degree in education.
- Current and unencumbered RN license in Utah
- Currently practicing in an advanced role as either a nurse administrator or nurse educator
- Able to facilitate, teach, and provide adequate supervision and evaluation of student toward the achievement of residency objectives and learning needs
- Commitment to the concept of graduate level educational preparation for advancing the professional of nursing—these two degrees are not “advance practice” degrees as commonly used to denote APRNs

Preceptor Guidelines

- Issues and concerns may arise when precepting and may recur in different forms with different students. When you face such issues or concerns, please feel free to consult with the MSN faculty member for advice about approaches that have proven effective in prior experiences.
- Time management may become a problem when adding precepting responsibilities to your already busy schedule. It may be helpful to maximize your time with the student by having realistic expectations and frequent planning sessions with the student.
- Precepting requires additional time to plan with the student, time to “think-out-loud” with the student, time to formulate and ask questions, and time to empower the student to perform those activities you could do yourself more rapidly. We again, appreciate your willingness to take the extra time to do this.
- Acceptance of the MSN student may occasionally be an issue with your professional colleagues and staff. Express and affirm your confidence in the student's competence, but respect the wishes of those with whom you work. Some individuals are very receptive to students while others are not as comfortable. The MSN faculty and students respect the importance of maintaining professional relationships within your area of practice.
- The student will come to you with both program defined residency objectives and two or three personal learning objectives. Objectives are usually broad in scope and may require that you assist the student to refine his or her learning goals, particularly in relation to the practice opportunities available in your area of practice. In addition, it is recommended that you and the student review and assure that you share a mutual understanding of the expectations for accomplishing the objectives, as well as the means by which you will measure and judge the student's accomplishment of the objectives.
- Because the designated time for the residency experience, the student needs to spend that time practicing skills and using resource that he or she can only access while in the practice setting. Activities that do not meet this criterion include reading journal articles, writing student journal entries or other course requirements, and reviewing manuals or reference materials that could be reviewed outside of the practice setting.

- Whenever possible, plan to give the student feedback at the conclusion of each day's residency experience.
- Students view the preceptor as a role model. Two of the most significant aspects of learning that are accomplished through role modeling are critical thinking and professional role behavior relative to the preceptor's interactions with interdisciplinary colleagues, supervisors, community members, and others. The approach that the preceptor role models profoundly affects the student's future approach to similar situations.

MSN Residency Course & Student Learning Competencies

The overall course objectives and student learning competencies associated with the MSN student residency provide the student an opportunity to gain direct experience working with an experienced nurse administrator and have an opportunity to implement and evaluate best-practice process initiatives within the residency practice area.

Residency Evaluation Process

Seeking to achieve a 360° evaluative perspective of the overall MSN Residency experience, the following four evaluative processes are performed:

- Student is requested to evaluate his or her learning experiences while working with the selected MSN Residency Preceptor, as well as the quality and adequacy of the learning environment offered within the selected facility/agency/institution.
- Student is requested to evaluate the MSN Residency course and MSN Residency course faculty.
- MSN Residency Preceptor evaluates: 1) Student performance at mid-point and at the completion of MSN Residency experience, and 2) Effectiveness of MSN faculty member relative to the preceptor orientation, support and supervision provided.
- MSN faculty member evaluates: 1) Student performance at mid-point and completion of MSN Residency experience, and 2) Effectiveness of MSN Residency Preceptor and the quality and adequacy of the overall learning environment offered at the selected facility/agency/institution.

Students deemed incompetent and/or unable to fulfill the role expectations associated with the advanced nursing role for which they are preparing will fail the Residency course. Behaviors that constitute failure may include:

- Demonstrates lack of knowledge and application of theoretical principles and practices associated with the advanced nursing role associated with the residency experience
- Lacks insight and understanding of own behaviors and behaviors of others
- Lack self-direction and requires continuous specific and detailed supervision
- Has difficulty adapting to new ideas and roles
- Fails to provide licensure and required documents to facility/agency/institution
- Fails to accomplish residency related activities and assignments
- Fails to complete required residency hours and/or repeatedly fails to inform preceptor of schedule changes
- Falsifies completion of residency hours
- Violates student confidentiality agreement
- Demonstrates disrespectful, disruptive, destructive, or abusive behaviors and/or attitudes

WSU School of Nursing Mission

The Weber State University Dumke College of Health Professions (DCHP) School of Nursing's mission statement supports the mission of Weber State University (WSU) and DCHP. The WSU School of Nursing's mission is unique to the nursing profession and is designed to prepare nurses at the associate's, bachelor's and master's degree levels while offering an academic setting wherein safe patient-centered care, quality improvement, evidence-based practice, teamwork and collaboration, and informatics are core values. To achieve this mission the School of Nursing (SON) prepares graduates who will competently practice nursing within a complex local, national, and international environment, understand the significance of evolving healthcare technology, and apply both professional and ethical principles with sensitivity to the diverse needs of individuals, groups, and communities.

WSU School of Nursing Vision and Philosophy

Our vision is to lead the nation in innovative learning environments which incorporate technology, challenge learners, develop educators, and transform health care worldwide. Our vision statement is future-oriented and supports the mission and philosophy of WSU SON.

The WSU nursing faculty articulates a philosophy for the School of Nursing that is consistent with that of the university and the Dumke College of Health Professions. The philosophy statements define the faculty's core values as they relate to professional nursing education and practice. These core values include: Excellence in nursing education and practice; respect for self and the diversity found within others; the creation of an inclusive environment in which students can learn the practice of nursing; organizational and personal accountability; and the promotion of a learning and nursing practice environment that exhibits integrity in both choice and action.

WSU Nurse Graduate Competencies

The WSU School of Nursing primary goal is to prepare nurse graduates with the essential role competencies and professional attributes required to meet the healthcare needs of a global, multi-cultural, multi-national, and multi-generational society. To fulfill the Program's primary goal, its curricular framework combines coursework in the liberal arts and sciences with those required within the nursing curriculum.

Table 1. School of Nursing and Program Competencies

SCHOOL OF NURSING CORE COMPETENCIES	Associate Degree Nursing DIFFERENTIATED COMPETENCIES	Bachelor of Science Nursing DIFFERENTIATED COMPETENCIES	Master of Science Nursing DIFFERENTIATED COMPETENCIES
Patient Centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients' preferences, values, and needs.	Patient Centered Care Use nursing knowledge to include the patient in all care processes and decisions. Design and implement care which is adapted and centered on the unique wholeness of the individual patient and their family.	Patient Centered Care Integrate nursing expertise to include the patient in all care processes and decisions. Collaborate with patients, families, and communities to design unique and dynamic patient centered care environments.	Patient Centered Care Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.
Teamwork & Collaboration Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.	Teamwork & Collaboration Promote collaborative clinical decision making with nursing and interdisciplinary colleagues through implementation of effective communication and team building skills.	Teamwork & Collaboration Evaluate the ability to use effective communication and collaboration skills when working with patients, families, and colleagues. Adapt communication, leadership, and teambuilding skills, to promote quality, competent and successful decision-making by nursing and collaborative interdisciplinary teams.	Teamwork & Collaboration Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.
Evidence-Based Practice (EBP) Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	Evidence-Based Practice (EBP) Make judgments in practice substantiated with evidence that integrates nursing science and knowledge to provide competent care to individuals and families.	Evidence-Based Practice (EBP) Make judgments in practice substantiated with evidence that synthesizes nursing science and knowledge and integrate in the provision of competent care to individuals, families, and communities.	Evidence-Based Practice (EBP) Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.
Quality Improvement Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.	Quality Improvement Monitor patient care outcomes to measure the effectiveness of patient care processes. Suggest and implement changes to improve the quality and safety of patient care.	Quality Improvement Monitor outcomes to apply evidence-based interventions to improve the quality of health care systems.	Quality Improvement Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems.
Patient Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance	Patient Safety Incorporate patient safety goals into the plan of care for all patients.	Patient Safety Generate patient safety plan based on patient safety goals.	Patient Safety Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.
Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making	Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making when providing direct patient care.	Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making in a variety of patient care and community settings.	Informatics Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.

Competency Reference: "Quality and Safety Education for Nurses" (QSEN). Retrieved from <http://qsen.org>

Master of Science in Nursing Educator Track Competencies

Upon completion of the WSU Master of Science in Nursing, graduates of the education track, will possess the following advanced professional competencies:

Patient Centered Care

Design level-appropriate contemporary program outcomes and curricula that prepare graduates to function effectively in the healthcare environment with a focus on the patient.

Teamwork & Collaboration

Participates in interdisciplinary efforts to contribute to the professional standing of nursing and address the healthcare education needs in local, national and international arenas.

Evidence-Based Practice (EBP)

Uses evidence to support best practices in teaching andragogy as well as the development of educational experiences.

Quality Improvement

Incorporates quality improvement strategies in the development and evaluation of educational programs.

Patient Safety

Incorporates national patient safety resources that promote patient and provider safety in the practice arena.

Informatics

Utilizes information technology to support educational practice and incorporates the use of informatics to improve quality healthcare and innovative teaching.

MSN Preceptor Responsibilities

Collaborating directly with the MSN faculty and the student, the preceptor serves as an expert and mentor to the student within the professional setting. In addition, the preceptor assumes a direct role in the design and facilitation of meaningful real-life learning experiences. The role of the preceptor is to support the student's successful achievement of the MSN Residency course and student-identified learning outcomes, of which include experience in fulfilling the advanced role and responsibilities associated with the student's MSN Program of Study. In addition, the preceptor is to function as the student's advocate within the professional setting and provide formative consultation and feedback to the student relative to his or her performance. The preceptor will regularly communicate with MSN faculty relative to student learning activities and progression towards learning outcomes.

If problems or concerns arise in the professional setting during the residency experience, it is expected that the preceptor and student will communicate directly with one another. However, if the situation cannot be resolved, the MSN faculty will become involved and collaborate to reach a mutually satisfying resolution to the concern.

The preceptor will provide a setting in which the student may gain experience in practicing the role and accountabilities associated with the student's MSN Program of Study. The preceptor supervises the student in the residency setting and is responsible for guiding the student's experiences in the advanced role. Throughout the residency experience, the preceptor will evaluate the performance of the student and provide constructive

feedback as appropriate. The following guidelines may assist the Preceptor in establishing a working relationship with the student:

- During initial orientation to the facility/agency/institution, the preceptor should:
- Provide the student with preceptor's contact information and preferred time for student to contact preceptor (e.g., work, home, and/or cell phone numbers).
- Communicate general guidelines to be used for preceptor/student interactions and for review and feedback of student performance.
- Review procedural and management protocols and expectations specific to the setting.
- Discuss overall plan for progression of student assignments in regard to the advanced role residency experience.
- Review student's resume/profile, previous learning experiences, and residency objectives to be accomplished.
- Encourage student to identify strengths and areas for continued professional growth.
- Involve student in assessment/validation/decisions about learning strategies to be employed.
- Review facility/agency/institutional licensure/documentation requirements, and operational issues (e.g., parking, dress code). Support student in fulfilling the licensure/documentation requirements.
- If applicable, review other residency site-specific operational issues involved in performance of the residency role responsibilities.
- Negotiate a residency schedule with the student

- Assess the learning needs of the student in performing advanced role and responsibilities associated with his or her MSN program of study
- Ensure that student activities are consistent with standards set forth by facility/agency policies, procedures, and expectations
- Maintain communication with the MSN faculty member
- Regularly collaborate with student and MSN faculty in planning of student learning activities
- Supervise the student in the professional setting and guide the student's learning experiences
 - Direct the progression of residency related student activities
 - Document student's progress relative to achievement of learning outcomes and provide this information to MSN faculty member
 - Conduct regular conferences with student, and faculty as needed, to discuss specific learning objectives and experiences. These discussions should include:
 - management of residency related assignments / activities
 - comprehension of advanced theoretical knowledge and practical skills
 - problem solving strategies, including rationale for decisions and/or actions
 - effective communication and collaboration with preceptor, supervisors, healthcare professionals, staff, colleagues, community members, others
 - comprehension of professional issues related to advanced role implementation
 - planning for future learning experiences based on an assessment of the student's strengths and areas for continued professional growth
- Provide input and participate in the evaluation of the student at mid-point and completion of the MSN Residency experience

MSN Student Responsibilities

The role of the student is that of a participative learner who assumes responsibility to collaborate with both the MSN faculty and preceptor in the achievement of both course and self-designed learning outcomes. The student

is responsible for being self-directed in identifying initial and ongoing learning needs, for seeking and accepting learning opportunities designed to meet identified learning objectives, for being accountable for his or her performance in the advanced nursing role, and to demonstrate progressive independence and competency in the advanced role for which he or she is being prepared.

If problems or concerns arise in the professional setting during the residency experience, it is expected that the preceptor and student will communicate directly with one another. However, if the situation cannot be resolved, the MSN faculty will become involved and collaborate to reach a mutually satisfying resolution to the concern.

- Contact the assigned Residency Preceptor and arrange to meet for the purpose of introductions and orientation prior to initiating the actual residency experience
- Develop student designed learning outcomes prior to beginning student residency
- Comply with all facility/agency/institutional policies, procedures, and protocols
- Comply with all facility/agency/institutional behavioral guidelines and policies (e.g., parking restrictions, dress code, harassment policies, etc.).
- Be responsive to the residency preceptor's counsel and recommendations relative to residency assignments, accountabilities, and performance
- Perform duties and activities associated the advanced role under the supervision of the preceptor, recognizing the limitation of educational preparation and complying with professional standards and practices of the facility/agency/institution
- Demonstrate the professional role behaviors of a nurse practicing in an advanced role
- Demonstrate accountabilities for thoroughness and timeliness in completing assigned role responsibilities
- Maintain a residency journal or equivalent assignments as defined by the MSN faculty member's guidelines and submit it to the faculty at designated intervals
- Arrive at the residency experience prepared to perform in accordance with assigned residency learning experiences
- Contact faculty and/or preceptor by email in Canvas or by telephone if urgent assistance is necessary
- Respect the confidential nature of all information obtained during the residency experience

MSN Faculty Member Responsibilities

At all times, the MSN faculty member serves as a resource person for both the preceptor and students. The MSN faculty member will provide to the preceptor and the student his or her contact information. In addition, in the case of an emergency or urgent matter, the student and preceptor will be provided guidelines for communicating with the WSU School of Nursing. The preceptor will not be responsible to assign the student's final course grade. The MSN faculty member, with the preceptor's input, will be responsible to assign the student's final course grade. Please refer to *Evaluation Process* for additional guidelines.

The MSN faculty member responsible for the MSN Residency course is accountable to orient the MSN Residency Preceptor to his or her role and responsibilities, initiate and support the evaluation processes, and analyze the evaluation data for student progression and program development. Although standard in many ways, dependent upon the specialty area, the preceptor orientation and support may vary.

If problems or concerns arise in the professional setting during the residency experience, it is expected that the preceptor and student will communicate directly with one another. However, if the situation cannot be resolved, the MSN faculty will become involved and collaborate to reach a mutually satisfying resolution to the concern.

- Identify and evaluate agency/facility sites for appropriateness for student learning experiences
- Identify, evaluate, and recruit qualified msn residency preceptors
- Assure establishment of affiliation and preceptor agreements prior to initiation of residency experience.
- Develop the msn residency course learning outcomes.
- Facilitate student identification of self-selected learning outcomes and measures
- Orient the student, preceptor, and pertinent personnel at the facility/agency/institution relative to msn residency expectations
- Function as a role model for effective communication, leadership, and professional expertise.
- Perform regular on-site visits
- Work collaboratively with preceptor and student in planning of the residency learning activities
- Work collaboratively with the agency/facility, preceptor, and the student to ensure that all regulatory requirements are fulfilled and maintained
- Initiate and ensure that all processes associated with the msn residency experience are accomplished (e.g., preceptor & student orientation, establishment of measurable learning outcomes, development of a plan of action including a timeline and benchmarks for completion of residency learning activities, and msn residency evaluation procedures)
- Collaborate with residency preceptor in supporting achievement of student learning outcomes.
- Delivery of MSN residency course didactic instruction
- Provide direct consultation and support in the implementation and assessment of the student's msn project, as appropriate
- Function as student advocate and assume responsibility for providing immediate consultation and/or support of the student when needs or problems are reported
- encourage student to verbalize and demonstrate the use of theoretical frameworks and their application of relevant research for decision making
- Seek preceptor input relative to student's performance, participate in the residency evaluation process (mid-point residency evaluation, as needed), and participate in the final residency evaluation meeting
- Document student's progress relative to achievement of learning outcomes
- Assign the student's final course grade

Orientation of Preceptor:

Prior to initiating the preceptor-student relationship, the MSN faculty member will meet with the MSN Residency Preceptor, discuss and answer any questions the preceptor may have related to the MSN Residency clinical experience, and provide a copy of the MSN Residency Handbook. Following is an overview of the information reviewed during this meeting:

- Purpose of MSN Residency learning experience and an overview of both the course and student-identified learning outcomes
- Student documentation and requirements relative to gaining access to clinical areas
 - current CPR certification
 - current OSHA certification
 - current immunizations status
 - Hep B series
 - MMR
 - Tdap
 - Varicella
 - Seasonal Flu
 - national criminal background check
 - drug screening results
- Overview of the MSN Residency course content and associated calendar
- Role relationships and supervisory accountabilities relative to the agency/facility, preceptor, student and MSN faculty member
- Discussion of general issues associated with the MSN Residency experience (e.g., student accountabilities, working through student issues, integrating student needs with preceptor's professional accountabilities, collaborative relationship between preceptor and MSN faculty member, supporting the student's achievement of learning outcomes, scheduling, providing formative and summative feedback to the student and the MSN faculty, and seeking MSN faculty support as needed, etc.)

Appendix

Faculty Fringe Benefits

Please refer to the following websites for discussion of faculty fringe benefits.

WSU Web sites

http://www.weber.edu/ppm/Policies/3-45_FringeBenefits.html

http://www.weber.edu/ppm/Policies/3-42_TuitionBenefits.html

Preceptors for the master's program are considered by WSU as clinical faculty. If you wish to avail yourself of the benefits associated with being a clinical faculty—"a maximum of 6 credit hours of graduate or undergraduate tuition per semester without payment of tuition or student fees" please fill out the Clinical Log (please see following page).

RESIDENCY LOG

To access the Clinical Faculty tuition benefit, the MSN Educator Residency Preceptor must complete the following *Residency Log* and return it to Aiko Flowers

Please note: WSU Clinical Faculty may take advantage of the tuition fringe benefits the summer or fall semester after they have completed working with the MSN6700 master's student.

WEBER STATE UNIVERSITY
College of Health Professions
NURSING PROGRAM
Preceptor Curriculum Vitae

Date: _____

To be completed by Nursing Secretary:

WSU Nursing Faculty Name(s):
NURSING Course #(s):

To be completed by FACULTY:

CHANGE OF PERSONAL INFORMATION:				
Last Name	First	MI	SSN or W#	Home Phone #
Street	City	State	Zip	

EDUCATION - Complete highest degree only
--

EDUCATION	INSTITUTION	FIELD OF STUDY	DEGREE/CERT	DATE
Undergraduate				
AAS/AS				
BS/BA				
Graduate				
Workshops				
Other				

Nursing License Information (Must be included) State Issued: _____ License #: _____
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Place of employment (Must be included): _____ Position Title: _____

Employer's Address:

Work Phone #:	Signature:
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FOR OFFICE USE ONLY

DATE CONTRACT LETTER SENT:

RETURN TO: Weber State University
School of Nursing
Attn: MSN Residency
3903 University Circle
Ogden UT 84408-3903

Weber State University
Master of Science in Nursing Program
Nurse Educator Residency Evaluation Guidelines

OVERVIEW:

This document is to be completed by the assigned Residency Preceptor at mid-point and upon completion of the required residency hours. The MSN student will be assessed relative to his or her ability to competently demonstrate the knowledge and skills associated with the advanced nursing role for which he or she is preparing. The mid-point evaluation provides the opportunity for the faculty member, residency preceptor, and the student to reflect upon areas that are in need of improvement and establish a plan to correct identified concerns. To successfully complete the residency practicum the student must receive the rating of “Satisfactory” on all elements of this Nurse Educator Residency Evaluation document. The ratings are as follows: S = Satisfactory; NI = Need Improvement; U = Unsatisfactory; NA = Not applicable.

ASSESSMENT CRITERIA:

S Satisfactory: Residency performance demonstrates application of appropriate theory and practices associate with the professional role for which the graduate student is preparing. After initial orientation, the student:

1. Consistently meets the core residency learning objectives
2. Consistently meets the student specific learning objectives
3. Consistently takes appropriate initiative
4. Meets role expectations with no or minimal supervision
5. Consistently observes professional ethics and demonstrates professional attitude and behavior at all times:
 - a. HIPPA regulation behaviors
 - b. Agency policy and procedures.
 - c. Implications of unprofessional behaviors and its potential impact on colleagues and others
6. Recognizes implications of unprofessional behaviors and its potential impact on colleagues and others
7. Demonstrates caring behaviors and insight when dealing with colleagues, peers, and others
8. Is self-directed in seeking residency experiences and instruction
9. Is culturally sensitive and recognizes global implications related to advanced role performance

NI Needs Improvement: Residency performance is generally adequate. However, the graduate student sporadically demonstrates application of appropriate theory and practices associated with the professional role for which the graduate student is preparing. After initial orientation, the student:

1. Needs frequent direction to meet core residency learning objectives
2. Needs frequent direction to meet student specific learning objectives
3. Frequently takes initiative appropriately
4. Meets role expectations, but only under continuous supervision
5. Occasionally fails to observe or recognize professional ethics and occasionally demonstrates an unprofessional attitude.
 - a. HIPPA regulation behaviors
 - b. Agency policy and procedures
 - c. Implications of unprofessional behaviors and its potential impact on colleagues and others
6. Inconsistently recognizes implications of unprofessional behaviors and its potential impact of colleagues and others
7. Occasionally fails to demonstrates caring behaviors and insight when dealing with colleagues, peers, and others
8. Requires occasional directing in seeking residency experiences and instruction
9. Occasionally fails to be culturally sensitive and recognize global implications related to advanced role performance

Note: An “NI” will constitute the need for a “plan for improvement.” A rating of “NI” will need to be converted to a rating of “S” for the student to successfully complete the residency practicum. The faculty member, preceptor, and graduate student will collaborate in the development of the “plan for improvement.”

U Unsatisfactory: Residency performance is generally inadequate. Graduate student consistently fails to demonstrate application of appropriate theory and practices associated with the professional role for which the graduate student is preparing. After initial orientation, the student:

1. Fails to meet one or more of the core residency learning objectives
2. Fails to meet one or more of the student specific learning objectives
3. Rarely or never takes initiative appropriately
4. Fails to meet role expectations, but only under continuous supervision
5. Frequently fails to observe or recognize professional ethics and demonstrates an unprofessional attitude.
 - a. HIPPA regulation behaviors
 - b. Agency policy and procedures
 - c. Implications of unprofessional behaviors and its potential impact on colleagues and others
6. Rarely recognizes implications of unprofessional behaviors and its potential impact of colleagues and others
7. Frequently fails to demonstrates caring behaviors and insight when dealing with colleagues, peers, and others
8. Requires constant direction in seeking residency experiences and instruction
9. Is culturally insensitive and generally fails to recognize global implications related to advanced role performance

Weber State University
MSN6700 Nurse Educator Residency
Student Performance Evaluation Form

Student _____ Residency Preceptor _____

MSN Faculty Member _____

CORE RESIDENCY LEARNING OUTCOMES:	U	NI	S	U	NI	S
	Mid-Point Date:			Final Date:		
Collaborate with faculty and preceptor in the development of self-learning objectives for a didactic and/or clinical teaching residency.						
Apply teaching and learning theories and principles in the didactic and clinical education settings						
Analyze organizational structure and communication processes of the educational setting (didactic and clinical) in relation to achievement of educational outcomes.						
Apply research evidence in proposing solutions for issues experienced in the didactic & clinical education setting (MSN project).						
Completes a total of 85-clock hours, or its equivalent, as determined and approved by the MSN6700 Instructor						
STUDENT SPECIFIC RESIDENCY LEARNING OUTCOMES: (to be developed collaboratively with student, faculty, and preceptor)	U	NI	S	U	NI	S
	Mid-Point Date:			Final Date:		
PROFESSIONAL ROLE PERFORMANCE	U	NI	S	U	NI	S
	Mid-Point Date:			Final Date:		
Meets the core residency learning objectives						
Meets the student specific residency learning objectives						
Fulfills residency role expectations with no or minimal supervision						
Observes professional ethics and demonstrates professional attitude and caring behavior						
Responds to and intervenes appropriately to ethical/legal situations						
Culturally sensitive and recognizes global implications related to advanced role performance						
Interacts with members of the professional community in a collaborative, professional, and caring manner						
Serves as an advocate for those served						
Uses appropriate professional channels of communications						

Communicates effectively with Residency Preceptor and others with whom he/she collaborates						
Notifies Residency Preceptor prior to scheduled time if unable to attend residency experience						
Comes to residency experience with professional attitude, professional appearance, and prepared to learn / participate						
Demonstrates prior preparation for residency activities / experience						

MID-POINT RESIDENCY EVALUATION RATING

S__ NI__ U__

Mid-Point Evaluation Residency Preceptor Comments:

Mid-Point Evaluation Student Comments:

Mid-Point Evaluation MSN Faculty Comments (as applicable):

Student Signature_____ Date_____

Residency Preceptor Signature_____ Date _____

MSN Faculty Signature_____ Date _____

FINAL RESIDENCY EVALUATION RATING

S__ NI__ U__

Final Evaluation Residency Preceptor Comments:

Final Evaluation Student Comments:

Final Evaluation MSN Faculty Comments:

Student Signature_____ Date_____

Residency Preceptor Signature_____ Date _____

MSN Faculty Signature_____ Date _____

Weber State University
Dumke College of Health Professions
School of Nursing
Student Evaluation of Residency Preceptor

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

Please read the following statements & indicate your level of agreement or disagreement by placing a check mark in one of the left hand columns.

Not Applicable (0) strongly disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

		0	1	2	3	4
1.	Preceptor collaborated directly with the student in the design and facilitation of meaningful real-life learning experiences:					
2.	Preceptor supported the student's achievement of the MSN Residency course and student-identified learning outcomes:					
3.	Preceptor conducted regular conferences with student, and faculty as needed, to discuss specific learning objectives and experiences:					
4.	Preceptor assessed the learning needs of the student in performing advanced role and responsibilities associated with his or her MSN program of study:					
5.	Preceptor served as the student's advocate within the professional setting:					
6.	Preceptor served as an expert and mentor to the student within the professional setting:					
7.	Preceptor provided formative consultation and feedback to the student relative to his or her performance:					
8.	Preceptor ensured that student activities were consistent with standards set forth by facility/agency direct the progression of residency related student activities:					
9.	Preceptor provided leadership in the resolution of problem or concerns, as applicable:					
10.	Preceptor regularly collaborated with student in planning of student learning activities:					
11.	Preceptor supervised the student in the professional setting and guided the student's learning experiences:					
12.	Preceptor modeled problem solving strategies:					
13.	Preceptor modeled ability to communicate and collaborate effectively with preceptor, supervisors, healthcare professionals, staff, colleagues, community members, others:					
14.	The clinical facility offered a variety of learning opportunities that supported achievement of student learning outcomes:					

Comments:

Weber State University
Dumke College of Health Professions
School of Nursing
Preceptor Evaluation of MSN Faculty

Faculty: _____ **Preceptor:** _____ **Date:** _____

Please read the following statements & indicate your level of agreement or disagreement by placing a check mark in one of the left hand columns.

Not Applicable (0) Strongly disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

		0	1	2	3	4
1.	MSN faculty established MSN Residency course learning outcomes and measures:					
2.	MSN faculty facilitated student identification of self-selected learning outcomes and measures:					
3.	MSN faculty worked collaboratively with preceptor and student in planning of residency learning activities:					
4.	MSN faculty initiated and ensured that all processes associated with the MSN Residency experience were accomplished (e.g., preceptor & student orientation, establishment of measurable learning outcomes, development of a plan of action including a timeline and benchmarks for completion of residency learning activities, and MSN Residency evaluation procedures):					
5.	MSN faculty worked collaboratively with the agency/facility, preceptor, and the student to ensure that all regulatory requirements are fulfilled and maintained:					
6.	MSN faculty functioned as a role model for effective communication, leadership, and professional expertise:					
7.	MSN faculty oriented preceptor, and pertinent personnel at the facility/agency/institution relative to MSN Residency expectations:					
8.	MSN faculty provided immediate consultation and support if issues or problems arise relative to the student and preceptor relationship, residency expectations, etc.:					
9.	MSN faculty served as a resource person for both the preceptor and student:					
10.	MSN faculty provided supervisory oversight of all aspects of the residency experience: MSN faculty established a collaborative working relationship with the Residency preceptor:					
11.	MSN faculty performed regular on-site visits:					
12.	MSN faculty maintained frequent communication with the preceptor:					
13.	MSN faculty sought preceptor input relative to student's performance, participate in the residency evaluation process (mid-point residency evaluation, as needed), and participated in the final residency evaluation meeting:					
14.	MSN faculty, with the preceptor's input, assigned the student's final course grade:					

Weber State University
Dumke College of Health Professions
School of Nursing
MSN Faculty Evaluation of Residency Preceptor

Faculty: _____ **Preceptor:** _____ **Date:** _____

Please read the following statements & indicate your level of agreement or disagreement by placing a check mark in one of the left hand columns.

Not Applicable (0) Strongly disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

		0	1	2	3	4
1.	Preceptor collaborated with student and MSN faculty in establishing the student self-selected learning outcomes and measures:					
2.	Preceptor collaborated directly with the student and MSN faculty in the design and facilitation of meaningful real-life learning experiences:					
3.	Preceptor conducted regular conferences with student, and faculty as needed, to discuss specific learning objectives and experiences:					
4.	Preceptor supported the student's achievement of the MSN Residency course and student-identified learning outcomes:					
5.	Preceptor assessed the learning needs of the student in performing advanced role and responsibilities associated with his or her MSN program of study:					
6.	Preceptor served as the student's advocate within the professional setting:					
7.	Preceptor provided formative consultation and feedback to the student relative to his or her performance:					
8.	Preceptor ensured that student activities were consistent with standards set forth by facility/agency policies, procedures, and expectations:					
9.	Preceptor served as an expert and mentor to the student within the professional setting:					
10.	Preceptor supervised the student in the professional setting and guided the student's learning experiences:					
11.	Preceptor modeled problem solving strategies, including rationale for decisions and/or actions:					
12.	Preceptor modeled ability to communicate and collaborate effectively with preceptor, supervisors, healthcare professionals, staff, colleagues, community members, others:					
13.	Preceptor provided leadership in the resolution of problem or concerns, as applicable:					
14.	Preceptor documented student's progress relative to achievement of learning outcomes and provide this information to MSN faculty member:					
15.	Preceptor provided input and participated in the evaluation of the student at mid-point and upon completion of the MSN Residency experience:					
16.	The clinical facility offered a variety of learning opportunities that supported achievement of student learning outcomes:					

Comments: