ILLINOIS STATE UNIVERSITY

Mennonite College of Nursing

Preceptor Manual

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Nursing Leadership and Management Sequence
Mennonite College of Nursing
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MENNONITE COLLEGE OF NURSING

Dear Preceptor,

Thank you for agreeing to serve as a preceptor for the Nursing Leadership and Management sequence of our graduate program. Illinois State University Mennonite College of Nursing is committed to producing the preferred graduate. We strive to ensure high quality outcomes for our students by supporting a strong clinical leadership component in the program. This strength is based on the quality of our experienced clinical preceptors, as well as our curriculum, faculty, and students.

This preceptor manual has been developed to provide you with information about the graduate program and the clinical courses for which you might serve as a preceptor. It also includes guidelines related to your preceptor role. We ask that you read this manual prior to precepting the student and to use it whenever a question might arise related the student's clinical practicum. We encourage you to contact the course faculty should you have any questions or concerns about the clinical practicum or any student practicing with you. Contact information for course faculty is provided to you in writing at the beginning of each semester in which you are serving as a preceptor.

We hope you will find your role as a preceptor both personally and professionally satisfying. Again, we thank you for your contribution to the education of our future nurse leaders!

Sincerely,

The Faculty
Nursing Leadership and Management Sequence
Mennonite College of Nursing Graduate Program

Table of Contents

Resources used to develop this manual:

National Organization of Nurse Executives (ANONE).

Council for Graduate Education for Administration in Nursing (CGEAN).

Ball State University. Preceptor orientation manual.

"Nurse Practitioner Clinical Preceptor Guide" Mennonite College of Nursing at Illinois State University Clinical Nurse Practitioner Preceptor Guide.

Graduate Program: Purposes and Outcomes Objectives

The Master of Science in Nursing degree program offered at Mennonite College of Nursing is designed to prepare nurses to function in selected advanced nursing practice roles, including family nurse practitioners and nursing systems administrators. The program builds on the generalist base of a baccalaureate in nursing degree that focuses on nursing practice with individuals, groups, and community systems.

Purposes
- Prepare nurses for advanced practice in health care as family nurse practitioners or nursing systems administrators;
- Prepare graduates to assume leadership roles within the health care system at the regional, state, and national levels;
- Prepare nurses who can identify researchable problems, take part in conducting research, and promote the use of research findings in practice; and
- Provide the foundation for doctoral study.

Outcome Objectives
The master's degree in nursing from Illinois State University Mennonite College of Nursing prepares nurses to improve health outcomes by
- Advocating for compassionate patient-centered care with a commitment to serve vulnerable populations
- Leading and evaluating safe and effective change for improved quality in practice and health care systems
- Advancing a culture of excellence through lifelong learning and scholarly inquiry in a complex health care system
- Applying ethical and policy analyses to assess, intervene, and evaluate care delivery in and across healthcare systems
- Fostering and leading collaborative inter-professional care teams to provide individual, family and population-based care

- Navigating and integrating services across the healthcare system that promote ethical, cost-effective, and innovative change
- Translating evidence into practice within an inter-professional healthcare system
- Using communication and information technology to collaborate with healthcare consumers and providers across the healthcare system

Nurse System Administration (NLM) Sequence

The Nursing Leadership and Management (NLM) sequence, a 36 semester-hour master's degree program, prepares graduates to function as nurse leaders in a nurse supervisory, managerial, or executive role within changing health care environments. The NLM student utilizes participation in and use of research, development and implementation of health policy, and education of individuals and groups. The NLM sequence is based on an interdisciplinary synthesis of knowledge from the following areas: nursing theory, business administration theory, finance and economic techniques, research, roles, and legal/ethical issues, as well as content and clinical practicum dealing with care across the lifespan in a wide variety of settings. Graduates of the NLM sequence will be eligible to take the exam for certification in Nursing Executive Board Certified Advanced (CNEA-BC) offered through the American Nurse Credentialing Center (ANCC) when they have 2 years of experience in an administrative role. The program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

Program of Study

Course #	Course Title	Course Hours	Clinical Hours In Courses
NUR 401	Theoretical Foundations of Nursing and Health Care	3	
NUR 405	Epidemiology and Aggregate Based Health Promotion	3	
NUR 407	Scientific Inquiry and Research Design in Nursing and Health Care	3	
NUR 425	Organizational Experience	5	5
NUR 451	Financial and Resource Management of Health Systems	3	
NUR 453	Organizational Behavior of Health Care Systems	3	
NUR 509	Introduction to Informatics	3	
NUR 511	Health Policy	3	
NUR 562	Leadership in Health Systems	3	
NUR 565	Changing Health Care Systems: Quality Science and Outcomes Management	3	
NUR 483	Executive Nursing Leadership	4	3
	TOTAL HOURS	36	8 (480 contact)

Nursing Systems Administration
7-semester plan of study

Fall Semester

NUR 401   Theoretical Foundations of Nursing and Health Care   3 hrs
                Specific nursing theories and shared theories from other disciplines are examined.

NUR 562   Leadership in Health Care Systems   3 hrs
                Role of the DNP leader in health care practice and organization is addressed.

Spring Semester

NUR 425   Organizational Experience   1-5 hrs
                Human resources, finances, and leadership knowledge from previous course is put
                into practice. This is a variable hour course, so students may complete 4 hours
                (240 practice hours) over semesters prior to NUR 565 and NUR 483.

NUR 451   Financial and Resource Management of Health Systems   3 hrs
                Forecasting, resource allocation, strategic positioning, and fiscal
                responsibilities for quality management within managed and non-managed
                care environments are emphasized. Pre-requisite: NUR 562

NUR 453   Organizational Behavior in Health Care   3 hrs
                Application of an understanding of organizational behaviors to health care
                systems and the management of human resources by nurse executives.

Summer Semester

NUR 425   Organizational Experience   1-5 hrs
                Human resources, finances, and leadership knowledge from previous course is put
                into practice. This is a variable hour course, so students may complete 4 hours
                (240 practice hours) over semesters prior to NUR 565 and NUR 483.

NUR 511   Health Policy   3 hrs
                Healthy policy including economic implications is analyzed, applied, and
                evaluated from a comprehensive understanding of state of nursing science.

Fall Semester

NUR 405   Epidemiology and Aggregate Based Health Promotion   3 hrs
                Theoretical foundations, scientific principles, and research methodologies
                related to epidemiology with opportunities for practical application.

NUR 425   Organizational Experience   1-5 hrs
Human resources, finances, and leadership knowledge from previous course is put into practice. This is a variable hour course, so students may complete 4 hours (240 practice hours) over semesters prior to NUR 565 and NUR 483.

Spring Semester

NUR 407   Scientific Inquiry and Research Design in Health Care   3 hrs
The skills of scientific investigation, analysis, evaluation, and interpretation related to the conduct of nursing research. Co-requisite: Graduate level statistics.

NUR 425   Organizational Experience   1-5 hrs
Human resources, finances, and leadership knowledge from previous course is put into practice. Must complete 1 hour (60 practice hours) concurrently with NUR 565.

NUR 565   Changing Health Care Systems: Quality Science and   3 hrs
                  Outcomes Management
Introduction to science of quality improvement, patient safety, models, methods, and tools with emphasis on practice of change and outcomes management.

Summer Semester

NUR 509   Introduction to Informatics   3 hrs
Overview of nursing informatics theory, practice, policy, and research trends emphasizing knowledge use to support advanced nursing practice and research.

Fall Semester

NUR 483   Executive Nursing Leadership   4 hrs
Capstone seminar and practicum experience related to role responsibilities of the nurse executive. Includes 180 practice hours. Pre-requisite: NUR 565 and last semester standing.

Program hours = 36

Clinical Specialty Course Outlines

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER: NUR 425
COURSE TITLE: Organizational Experience
ACADEMIC CREDIT: 1 to 5 Semester Hours (Practicum)

COURSE OVERVIEW:
The focus of this practicum course is the application of knowledge from previous human resource, finance, and leadership courses. The student will have the opportunity to observe, implement, and create activities together with a preceptor.

COURSE OBJECTIVES:
At the successful completion of this course, the learner will be able to:
1. Analyze the influence of organizational and environmental factors that shape efficiency and effectiveness of health care delivery systems.
2. Apply business and health care research findings to decision making processes.
3. Analyze principles of leadership within selected health care delivery systems.
4. Generate organizational strategies for producing planned change and evaluation of an identified health care systems problem.
5. Articulate appropriate organizational information to stakeholders.
6. Evaluate the influence of various interactional processes on health care systems operations.
7. Analyze the role of the nurse executive in the provision of quality health care.

TOPICAL OUTLINE:
I. Human Resources
II. Finances
III. Leadership

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER:　　　NUR 451
COURSE TITLE:　　　　 Financial and Resource Management of Health Systems
ACADEMIC CREDIT:　　 3 semester credit hours

COURSE DESCRIPTION:
This course is designed to prepare the nurse executive to develop, maintain, and forecast financial stability within a changing health care environment.　Budgetary management and strategic marketing skills are developed with emphasis on resource allocation affecting current health systems. Student learning is assessed through completion of critical financial exercises and business plan preparation and presentation for a selected health care system.

COURSE OBJECTIVES:
At the successful completion of this course, the learner will be able to:
1. Assess community and organizational financial environments for the purpose of strategic positioning.
2. Analyze environmental context of managed and non-managed care systems when considering financial and marketing strategies.
3. Incorporate customer orientation focus when planning financial and marketing strategies.
4. Apply economics, business and health care research findings to financial decision making processes.
5. Evaluate financial decisions affecting health care systems using predictive analytical software.
6. Apply major concepts of accounting and finance in the role of financial management within health care systems.
7. Incorporate the role of the nurse executive in financial responsibility and accountability in the provision of quality health care.
8. Evaluate strategic financial planning for health care.

TOPICAL OUTLINE:
I.　　　Performance Improvement
II.　　 Healthcare and the Economy
III.　　Evidence Based Practice
IV.　　Budgeting and Variances
V.　　　Financial Analysis
VI.　　Workload Management
VII.　 Trend in Healthcare Finance

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER: NUR 453

COURSE TITLE: Organizational Behavior in Health Care Systems

ACADEMIC CREDIT: 3 Semester Hours (Theory 3 hours)

COURSE DESCRIPTION:
This course is designed to prepare the nurse executive to apply knowledge of universal human behavior found in organizations to health care systems in general. The management of human resources by nurse executives within a changing health care environment is emphasized. Student learning is assessed through a variety of exercises and presentation of a human resource analysis for a selected health care system.

COURSE OBJECTIVES:
At the successful completion of this course, the learner will be able to:
1. Analyze environmental context of health care systems when considering human resource decisions.
2. Demonstrate an understanding of universal human behavior when planning human resource management strategies.
3. Apply health care research findings to human resource management processes.
4. Balance professional and organizational values, goals, and ethics when engaging in human resource management processes.
5. Evaluate the role of the nurse executive in responsibility and accountability in the provision of quality health care.
6. Examine strategies for human resource management within a selected health care scenario.
7. Develop strategies for building a positive work environment.
8. Value the integration of professional practice models within the work environment.

TOPICAL OUTLINE:
I. Basic Human Behavior
II. The Culture of Health Care Systems
III. Diversity in Health Care Systems
IV. Effect of Individual Traits on the Organizational Culture
V. Health care workforce
    A. Workforce
    B. Staffing models
VI. Administrative Strategies for Management of Human Resources
    A. Personnel
    B. Employment Process
    C. Labor Relations
    D. Job Satisfaction and Commitment
    E. Recruitment and Retention

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER   NUR 509
COURSE TITLE   Introduction to Nursing Informatics
ACADEMIC CREDIT   3 Semester Hours (Theory)

COURSE OVERVIEW:
This course provides an overview of nursing informatics theory, practice, policy and research trends with an emphasis on knowledgeable use of informatics to support advanced nursing practice and research. Focus is on developing concepts relevant to knowledge representation, management and discovery as they support nursing practice and research. In this course, the student will review interdisciplinary theoretical foundations, methodological, legal and ethical issues.

COURSE OBJECTIVES:
At the successful completion of the course, the student will be able to:
1. Analyze nursing and biomedical informatics roles and competencies in practice and research settings.
2. Discuss the impact of nursing informatics applications on improving patient safety and effectiveness outcomes.
3. Discuss policy ramifications of health informatics initiatives, including data integrity, legal requirements, ethical implications, interoperability standards and professional practice standards and trends.
4. Evaluate informatics' contribution to research support in resources, knowledge management and Knowledge Discovery in Databases.
5. Discuss theoretical foundation of informatics highlighting contributions from cognitive, information, computer, human factors/macro-ergonomics and nursing sciences.
6. Analyze current science of knowledge classification systems, standardized vocabularies, ontologies, messaging systems and professional standards for representing nursing knowledge and practice and integrating with other disciplines.
7. Discuss practice and research contributions of nursing informatics to consumer health promotion.
8. Use effective data, information and knowledge technologies to support clinical decision making and nursing management decisions.

CONTENT OUTLINE:
I.   Nursing Informatics Practice
       a.   Definition, scope and standards
       b.   Roles of nursing and biomedical informatics specialists
       c.   Informatics competencies
II.   Theoretical Foundations of Nursing Informatics
       a.   Cognitive Science
       b.   Computer Science
       c.   Information Science
       d.   Human factors/macroergonomics
       e.   Nursing Science
       f.   Nursing Informatics metaparadigm
III.   Clinical Applications of Nursing Informatics
       a.   Data-Information-Knowledge
       b.   Knowledge acquisition
           i.   Data capture
          ii.   Data elements
       c.   Knowledge representation
           i.   Standardized languages and vocabularies

   ii. Ontologies and concept mapping
   iii. Messaging languages
 d. Knowledge management
   i. Knowledge retrieval, search strategies
   ii. Database design and management
   iii. Modeling and transforming knowledge to support practice
 e. Knowledge integration into practice
   i. Decision support
   ii. Clinical information systems and systems life cycle
   iii. Electronic health records
   iv. Personal health records
   v. Consumer informatics
   vi. Public health informatics
   vii. Telehealth
 f. Legal, ethical and policy concerns in Nursing informatics
   i. Privacy, security, confidentiality
   ii. Economic and social concerns
   iii. National Health Information Technology Initiatives
     1. HITECH Act/
     2. Meaningful Use of EHRs: eRx, CPOE, HIE
     3. Interoperability standards
   iv. Global Informatics Initiatives
 g. Informatics and nursing research
   i. Research trends and methodologies in nursing informatics
   ii. Knowledge Discovery in Data sets (KDD)
     1. data mining/secondary analysis
     2. databases for nursing and healthcare research
   iii. Information technology support for nursing research

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER: NUR 511
COURSE TITLE: Health Policy
ACADEMIC CREDIT: 3 Semester Hours (Theory)

COURSE OVERVIEW:
This course covers five interrelated components of nursing's role in impacting health policy: 1) health policy analysis and political processes, 2) factors impacting current health policy development and projecting factors driving health policy and the economic implications of policy decisions, 3) the role of the nurse scientist as a leader in health policy, and 4) advocacy with special attention to vulnerable populations, ethics, and nursing research to decrease health disparities.

The course discusses the politics of health policy in terms of legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff and public agencies.

COURSE OBJECTIVES:
At the successful completion of this course, the learner will be able to:
1. Evaluate policy agendas in health care.
2. Discuss theories and models of health policy development and implementation.
3. Analyze economic impact or consequences of current policies or policy proposals affecting nursing.
4. Evaluate current health services and nursing research and its application to nursing practice and policy formation.
5. Analyze major health policy issues and how they are addressed in the political system.
6. Participate in a leadership role in the political process to impact health policy.

TOPICAL OUTLINE:
I. Review of political theories, models and processes
II. Role of nursing leadership and nursing science in policy process
III. Economic factors in health care and health policy
IV. Role of health services research and nursing in informing and shaping health policy
V. Policy impacts of electronic health information technology
VI. Policy Analysis

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER: NUR 562
COURSE TITLE: Leadership in Health Care Systems
ACADEMIC CREDIT: 3 Semester Hours (Theory)

COURSE OVERVIEW:
In this course students will engage in effective application of leadership models, theories, and concepts within diverse health care settings. The multifunctional role of the leader will be explored in the context of interdisciplinary and collaborative teams, and in serving as a consultant. There will be an emphasis on completing strategic organizational assessments with subsequent planning and leading high quality clinical systems of care. There will be opportunities throughout the course for leadership development, with demonstration of advanced communication and change agent skills, systems thinking, negotiation, conflict management, and ethical decision-making.

COURSE OBJECTIVES:
At the successful completion of this course, the learner will be able to:
1. Apply leadership theories, models and perspectives to challenges within health care systems
2. Apply systems thinking to effect change in complex, adaptive systems
3. Explore the role of self as leader
4. Analyze effective and ineffective approaches to communication and conflict
5. Examine approaches to building high functioning, interdisciplinary teams
6. Analyze organizational politics and its role in influencing, enhancing, protecting, and promoting self-interest of individuals and groups

TOPICAL OUTLINE:
I. Introduction to the Course
II. Self as Leader
III. Theoretical Application & Evaluation
IV. Systems Approach to Health Care Delivery
V. Organizational Analysis and Change
VI. Collaboration with Interdisciplinary Teams
VII. Ethics and Leadership
VIII. Leadership Innovation
IX. Consultation

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER: NUR 565
COURSE TITLE: Changing Health Care Systems: Quality Science and Management
ACADEMIC CREDIT: 3 Semester Hours (Theory)

COURSE OVERVIEW:
This course equips students with the knowledge, skills and tools needed for design, implementation, and evaluation of clinical practices and systems in health care. Financial planning, effectiveness, and implications for practice will be addressed. Role of the DNP prepared nurse in leading change efforts designed to leverage positive practice and systems outcomes is emphasized.

COURSE OBJECTIVES:
At the successful completion of this course, the learner will be able to:

1.   Utilize quality science tenets and processes in the design, implementation and evaluation of practice for client populations and health care systems.
2.   Synthesize multidisciplinary principles to develop and implement practice/system level quality improvement initiatives.
3.   Examine myriad of issues and approaches to addressing patient safety problems in the health care system.
4.   Collaborate with multidisciplinary partners in the development and use of effective and ethical financial models to evaluate practice/system outcomes
5.   Employ measurement techniques and statistical data for planning and evaluating the success of change in healthcare systems.
6.   Explore role of the DNP in accountability for quality of healthcare and client safety.

TOPICAL OUTLINE:
I.   Historical context of quality and safety in health care, understanding error, IOM reports, responding to error, human factors and safety, root cause and systems analysis.
II.   Quality science and improvement: fundamentals, improvement models, determining aims/outcome focus, measuring, measuring fundamentals, displaying data, learning from measures, run charts.
III.   It takes a village; developing and leading effective multidisciplinary quality improvement teams.
IV.   Change, choosing change models, developing and testing change, the human side of change, culture change vs process change, using PDSA cycles.
V.   Quality Outcome Performance Management; developing measurable outcomes, reporting within health care systems; external requirements, system and local level, creating user friendly outcome reports.
VI.   Role of the DNP prepared nurse in leading practice change in health care systems.

DETAILED OUTLINE:
I.   Background
        A.   Historical context of quality and safety in health care
        B.   Standards
                1.   Error
                2.   Responding to error
        C.   IOM reports
        D.   Human factors and safety
        E.   Root cause and systems analysis
II.   Quality science and improvement
        A.   Fundamentals
                1.   Ethics vs. quality improvement
        B.   Improvement models

      C.   Determining aims/outcome focus
      D.   Data Measurement and Collection
      E.   Data Management and Performance Measurement Tools
            1.   Run charts
            2.   Maps
            3.   Fishbone Diagrams
            4.   Flowcharts
      F.   Data Dissemination
      G.   Follow Through

III.   Quality Improvement Teams
      A.   Roles
      B.   Team Dynamics

IV.   Change Management
      A.   Change models
      B.   Developing and testing change
      C.   Human side of change
      D.   Culture change vs process change

V.   Quality Outcome Performance Management
      A.   Outcomes
      B.   Regulatory requirements, system and local level

VI.   Roles in Quality Management
      A.   Advanced Practice
      B.   Nurse Administrator
      C.   CNL

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER: NUR 483
COURSE TITLE: Executive Nursing Leadership
ACADEMIC CREDIT: 4 Semester Hours (Theory 1 hour, Practicum 3 hours)

Course Description: This course provides a capstone opportunity for conceptual and practice synthesis of role responsibilities for the nurse executive. Selected topics are revisited with in-depth analysis as the student is completing the Nursing Leadership and Management sequence. Contemporary issues are explored and career portfolio development occurs. Student evaluation is based on implementation and evaluation of an organizational unit plan previously developed in NLM I and in collaboration with a preceptor.

Course Objectives:
At the successful completion of this course, the learner will be able to:
1.   Analyze the influence of internal and external environmental factors on strategic and operational interventions and outcomes.
2.   Integrate interdisciplinary and intradisciplinary literature findings within the practicum site context.
3.   Integrate ethical and legal imperatives inherent in management of health care delivery systems.
4.   Integrate conceptual and practice role responsibilities of the nurse executive.
5.   Communicate nursing leadership knowledge, skills, and abilities within a system.
6.   Generate a change project within a system using the nursing process.

Topical Outline:
I.   Synthesis of Collaborative Engagement
II.   Organizational Culture Synthesis
III.   Strategic Management & Role Responsibilities
IV.   Health Policy
V.   Contemporary Issues

Course Outline:
I.   Synthesis of Collaborative Engagement
        A.   Coalition Building Revisited
        B.   Interactional Team Building Revisited
        C.   Inter/Intra-disciplinary Networking
II.   Organizational Culture Synthesis
        A.   Politics Revisited
        B.   Managing Organizational Influences
        C.   Integrating Environmental Factors
III.   Strategic Management & Role Responsibilities
        A.   Professional Role Commitment
        B.   Decision-Making
        C.   The Mentor Connection
IV.   Health Policy
V.   Contemporary Issues
        A.   Change Management
        B.   Career Building
        C.   Other

Policies Related to Preceptors

Criteria
The following are minimal criteria which must be met by persons serving as preceptors in clinical practicum of the graduate program. The preceptor must:

- Hold a master's degree in a relevant area;
- Possess at least two years of nurse supervisory, managerial, or executive experience following professional education for each of these respective roles;
- Hold a role that is not the direct supervisor of the student;
- Demonstrate a sincere interest in teaching and mentoring graduate nursing students enrolled in the Nursing Leadership and Management (NLM) sequence;
- Be able to allocate sufficient time and space resources to effectively fulfill the role; and
- Show willingness to collaborate with graduate nursing faculty and graduate nursing students in planning and evaluating leadership and administrative experiences.

Role of Preceptors
Preceptors assist students in the graduate nursing program by:
- Providing students with opportunities to apply and advance their ability in nurse supervisory, managerial, or executive decision making;
- Demonstrating interdisciplinary collaborative nurse practice;
- Serving as a resource for the student at the clinical site;
- Providing validation for nurse supervisory, managerial, or executive decision making;
- Assisting with the evaluation of the student and the program.

Legal Liability for the Preceptor
- The preceptor stays liable for the care of the patient or group of patients they have been assigned to supervise either directly or indirectly.
- The preceptor must co-sign all records in which the student has given documentation.

Record of Hours Served as a Preceptor
When you agree to serve as a preceptor, your demographic information is entered into the College's preceptor database. Shortly after the end of the semester, you will receive a letter from the College noting the number of clinical hours you precepted. These hours are also recorded in the database. Preceptorship hours are often useful for recertification purposes for the preceptor.

Expectations of Students and Preceptors

Expectations of Students

The student is responsible for:
- Obtaining preceptor's written verification of agreeing to serve as a preceptor;
- Verifying with Mennonite College of Nursing that a clinical contract is in place with the clinical site prior to beginning the clinical experience;
- Contacting the preceptor to arrange a mutually agreeable clinical schedule;
- Developing personal learning objectives and sharing these with the preceptor and faculty;
- Observing policies of the agency, including dress code;
- Notifying the preceptor of illness/absence and arranging to make up missed clinical time;
- Conferring with the preceptor to keep informed of progress;
- Conferring with the preceptor/faculty when the experience is not meeting the learning objectives;
- Adhering to the standards and scope of professional practice.

Expectations of Preceptors

The preceptor is expected to:
- Provide Mennonite College of Nursing with requested information, such as that related to the preceptor's licensure, practice, and education;
- Read this manual and review the information for the course in which the student is currently involved;
- Orient the student to the clinical site and applicable agency policies;
- Facilitate an informal, collaborative, and mutually respectful environment in which to learn;
- Be an expert role model;
- Provide valuable and evidence-based learning experiences within the organization;
- Provide ongoing feedback to improve the student's assessment and management skills;
- Guide the student to pace the learning experience to meet client population and clinical site needs and student learning needs;
- Direct the student to resources, such as administrative policies and procedures;
- Notify faculty of any concerns about student behavior, clinical skills, and/or student progression, and give written anecdotal documentation as appropriate;
- Complete and review with the student a final written evaluation of performance which is then kept in student's file at Mennonite College of Nursing.

Teaching Skills for the Preceptor

Tips for Maximizing Student Learning Experiences

- **Students learn best by taking part in nurse administration**, not by simply seeing. The preceptor needs to allow the student to provide "hands-on" management experience.

- **Students may question a preceptor's care which differs from textbook guidelines.** The preceptor may change decisions based on experience as a health care provider and based on the unique situation. It is helpful to discuss such modifications with the student and the rationale for such changes.

- **Students need the opportunity to improve based on preceptor feedback.** Students receive help from critique of their performance throughout the managerial experience, not simply at the end of the experience. This allows the student the opportunity to continually improve in skills and helps to set up a supportive student-preceptor relationship.

- **Students view preceptors as role models for management and leadership skills.** Students receive help from initially seeing the preceptor's abilities in supervising, managing, critical thinking, communication and executive decision making.

Hints to Help Students Learn

Nursing administrators may be novices in terms of serving as preceptors. Likewise, veteran preceptors may receive help from teaching hints. The following is given to guide the preceptor in helping the student to think critically and grow throughout the clinical experience.

Clinical Teaching Skill	What the Preceptor Might Say
Agree on the central management issue	"What do you think is going on?"
Get the student's opinion of the central issue	"What concerns are involved…." "What issues may have led to this situation?"
Ask targeted questions to define the student's learning needs	"What led you to that conclusion?" "What part of the comprehensive assessment is most important in this situation?" "Is the organization's primary concern the same as yours?", "What about the patient's concerns?"
Teach general managerial skills and techniques	"When this happens, you need to consider…"
Reinforce sound managerial principles whenever possible and discuss	"The standard guidelines for dealing with this issue…."

modifications when appropriate.	"The typical solution for this problem is not appropriate because…."
Positively reinforce good managerial skills and professional behavior.	"You were thorough in your collection of financial information."
Review what needs to be improved. Correct mistakes.	"I noticed you made out the work schedule before assessing the acuity of the patients. What can you think of as being the problem with this approach?"
Promote critical thinking skills.	"The staff is complaining regarding the patient assignments. What do you think is the problem?"

Professional Development of a Nurse Leader

It is expected that the student will grow in ability and confidence as the student progresses through the sequential courses. Students may vary in this progression based on their past supervisory, managerial, or executive experiences. For example, a student whose past nursing experience was focused in a medical-surgical setting may feel unskilled in a managerial role. Likewise, a student who is very comfortable in a line management role, but then initially may feel uncomfortable in the nurse executive role. Following are some general descriptions of students at various points in the clinical sequence.

The Beginning Student *(enrolled in NUR 425 Organizational Experience)*
- Student spends initial time observing preceptor.
- Student ability to assess a situation should be confirmed by the preceptor.
- Student management plans need significant guidance.
- Student needs high level of direction, which decreases as skill level increases.
- As student progresses, preceptor allows student to take on more independent responsibilities.
- Student is ready to see and begin development of other nurse managerial functions such as analyzing financial data and scheduling work load assignments.

The Intermediate Student *(enrolled in NUR 451, 453, 511)*
- Student becomes more proficient in analyzing data, is more skilled with assessing and formulating management plans.
- Student improves in use of time and resources.
- Student may need help in prioritizing and coordinating managerial duties.
- Student needs support and help for complex issues and situations.
- Student is ready to show other nurse managerial functions such as analyzing financial data and scheduling work load assignments.

The Advanced Student *(enrolled in NUR 483)*
- Student is expected to perform all role functions in an organized, efficient, skillful, and independent manner.
- Student is expected to engage in interdisciplinary role collaboration, consultation, and referral.
- Student and preceptor develop a more collegial relationship.

(Above adapted from The Geriatric Interdisciplinary Team Training Program Nurse Practitioner Clinical Preceptor Guide)

Professional Evaluation: A Process and a Goal

Evaluation should be a collaborative effort between the student and the preceptor. The student should develop and use personal learning objectives to discuss learning needs with the preceptor. The preceptor likewise can use these objectives, along with course objectives, professional standards/scope of practice, and standards of care to provide the student with constructive evaluative feedback.

Formative Evaluation

Informal evaluation should occur throughout the managerial experience with the preceptor. This gives the student the opportunity to use the feedback in a positive manner to improve on performance.

- Feedback is best provided as soon as possible with consideration of patient needs being met first.
- The feedback should also be provided in privacy to avoid embarrassing the student in front of patients or staff.
- The preceptor should be descriptive in the feedback and help the student to analyze the cause of the problem and what might be done to avoid the problem in the future.
- The preceptor should also elicit feedback from the student as to how the preceptor might improve in giving feedback to the student.
- By midterm, the preceptor should give substantive feedback to student to indicate course progression, either satisfactory or unsatisfactory. This should, also, be communicated to the faculty member.

Summative Evaluation

At the end of the clinical experience, the preceptor is asked to give a written summary of the student's performance on a standard form (see attached). The preceptor and student should review this evaluation together at the end of the clinical experience. If formative evaluation has occurred throughout the clinical experience and open communication between the preceptor and student has been supported, the content of the summative evaluation should not be a surprise for the student.

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY
Performance appraisal for the Nursing Leadership and Management Sequence

Student's name: _____

Course: _____

Midterm Evaluation_____   Final Evaluation_____

Please rate, on a scale of 1 to 3, the following areas regarding the leadership provided by the above student.

4 = exceptionally
3 = consistently
2 = sometimes
1= rarely

STUDENT LEADERSHIP & MANAGEMENT BEHAVIORS	RATING			
1. Demonstrates caring attributes and competence by administration of safe, effective organizational strategies.	4	3	2	1
2. Understands, discusses, and analyzes the influence of internal and external environmental factors on strategic and operational interventions and outcomes.	4	3	2	1
3. Utilizes, analyzes, and presents quality data to facilitate sound decision-making.	4	3	2	1
4. Utilizes and analyzes pertinent financial data in order to make sound decisions.	4	3	2	1
5. Develops a well-organized approach to projects.	4	3	2	1
6. Manages projects effectively.	4	3	2	1
7. Works within the legal and ethical framework appropriate for the particular setting.	4	3	2	1
8. Solicits support and guidance when necessary.	4	3	2	1
9. Resolves conflicts in a professional manner.	4	3	2	1
10. Communicates effectively regarding care delivery within context of organizational culture.	4	3	2	1
11. Delegates appropriately to members of the health care team.	4	3	2	1
12. Communicates effectively regarding personnel matters maintaining confidentiality.	4	3	2	1
13. Utilizes change process in implementation of tasks and projects.	4	3	2	1
14. Utilizes effective time management skills.	4	3	2	1
15. Takes leadership role seriously.	4	3	2	1
16. Demonstrates self-confidence in the leadership role.	4	3	2	1
17. Demonstrates professional, ethical, legal, fiscal, safe and moral practice.	4	3	2	1

Please provide comments regarding the student's performance in any one or all of the areas listed above. Please use the back of this paper if needed. Feedback regarding any deficiencies should include a plan for addressing these deficient areas including a time frame for completion.

Preceptor Name:_____   Date: _____

Thank-you for your time and assistance.