

Washburn University
School of Nursing



Preceptor Handbook for
Graduate Students

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**WASHBURN UNIVERSITY
SCHOOL OF NURSING**

The School operates as one of the five major academic units of the University. Graduate programs are offered for nurses based upon educational level and practice interest:

- Doctor of Nursing Practice (DNP)
- Master's of Science in Nursing (MSN)
- Post-Graduate Certificate Programs

DESCRIPTION OF GRADUATE PROGRAMS

The graduate programs offer a nursing curriculum designed to prepare registered nurses for advanced practice. Four specialty tracks are offered: adult/gerontology nurse practitioner (AGNP), family nurse practitioner (FNP), psychiatric mental health nurse practitioner (PMHNP), and clinical nurse leader (CNL). All nurse practitioner tracks meet the Kansas State Board of Nursing requirements for advanced practice registered nurse (APRN). The CNL specialty does not prepare the graduate for eligibility as an advanced practice registered nurse.

The curriculum builds upon the baccalaureate and/or graduate degree in nursing to develop an advanced practice nurse with a high level of expertise in clinical practice and leadership. Graduates possess an advanced core of knowledge to assess and manage health within complex systems. Within the population focus, nurse practitioners provide clients with health education, health promotion and maintenance interventions. They assume responsibility with individuals and families to maintain and promote health, care for people with acute and chronic illness and provide supportive and restorative measures for realization of maximum health potential. CNLs are prepared as a generalist advanced practice nurse. The role of CNL was developed to address needs in healthcare for lateral integration of care at the bedside. Graduates of the CNL track will provide and manage care at the point of care to individuals, clinical populations, and communities.

WASHBURN UNIVERSITY
SCHOOL OF NURSING
GRADUATE PROGRAM PRECEPTOR GUIDELINES

Purpose

The purpose of the preceptor/faculty clinical arrangement is to provide a one-to-one relationship between an experienced advanced practice registered nurse or a physician and a graduate nursing student in the clinical setting. Preceptors have the unique opportunity to facilitate an orientation and overview of the agency/facility and establish valuable learning experiences for nursing students.

Program Description

The clinical preceptor program provides flexible opportunities within the curriculum to achieve learning experiences in a one-to-one format. The student and preceptor are matched by clinical faculty. The faculty member and preceptor plan clinical activities to meet the needs and objectives of the student(s) as related to the course outcomes. Each agency and the School of Nursing will agree on the parameters of the experience including the length of clinical experience, the number of students assigned to the agency, and any other agency requirements. A contract between the School of Nursing and the respective agency is maintained at all times.

Criteria for Selection of Preceptor

The following criteria are applied in the selection of preceptors:

1. Has a minimum of one year experience in the advanced practice role. Preference is given to those with at least one year experience at the agency;
2. NP preceptors must be currently licensed as an advanced practice registered nurse, medical doctor or doctor of osteopathy in their practice state. CNL preceptors must be currently licensed as an (a) advanced practice nurse, medical doctor or doctor of osteopathy in their practice state or (b) registered nurse with a master's degree in related field.
3. Carries own malpractice insurance;
4. Has an understanding and positive appreciation of learning and can create a setting that is effective and that will enhance student learning;
5. Possesses the knowledge and clinical skills that reflect excellence in health care delivery;
6. Is willing to and capable of teaching and advising students;
7. Is recognized as a role model among colleagues;
8. Possess effective communication and interpersonal skills;
9. Has the ability to identify student strengths and weaknesses and is willing to assist students in meeting goals and expectations; and
10. Has expressed interest in and is committed to the role of preceptor.

Preceptor Responsibilities

1. Provides a resume to the faculty member. Resume must include name, credentials, contact information, license number, educational background and evidence of malpractice insurance.
2. Provides clinical experiences for a specified period of time as arranged with the clinical course coordinator.
3. Establishes a supportive relationship with the student(s) and helps them feel welcome and a part of the agency.
4. Collaborates with students to develop learning experiences based on the student learning needs and course outcomes.
5. Monitors clinical competencies of each student.
6. Provides orientation to all aspects of the agency.
7. Provides feedback to students and faculty liaison on student experiences.
8. Seeks solutions to clinical problems or issues related to student experiences and consults with faculty as needed.
9. Completes the written evaluation for the student's clinical performance.
10. Completes the written evaluation for the orientation process.
11. Consults with faculty at planned meetings during the student's clinical experience.
12. Assists in the overall evaluation of the preceptor program.

Faculty Responsibilities

1. Collaborates with student in selection of the preceptor.
2. Provides orientation for preceptors to include Preceptor Handbook, course syllabi, and faculty contact information.
3. Facilitates the relationship between preceptor and student.
4. Is available by pager or telephone when students are in the agency.
5. Monitors student learning experiences.
6. Maintains regular contact with the preceptor to coordinate learning experiences, student schedule changes and student progress.
7. Respects preceptors and provides feedback for concerns expressed by preceptors.
8. Completes student clinical evaluation tool with preceptor input.
9. Evaluates clinical site(s) and preceptors at least annually in the spring for suitability.
10. Provides credentials of the preceptor to the Associate Dean.

Student Responsibilities

1. Identifies own individual learning goals and outcomes based on course outcomes.
2. Plans, with the preceptor and faculty, activities to meet these goals and outcomes.
4. Requests guidance and assistance from appropriate sources.
5. Adheres to the rules and regulations of the Kansas Nurse Practice Act and follows the Code of Professional Conduct required by the School of Nursing.
6. Is accountable in providing safe, competent care in the clinical setting.
7. Maintains compliance with agency requirements.
8. Meets with the preceptor and faculty at mutually agreed upon times.
9. Is involved in self-directed learning.

10. Evaluates own clinical performance and responds appropriately to feedback from the preceptor and faculty.
11. Provides feedback to faculty for evaluation of preceptor and clinical site by completing Preceptor Evaluation and Clinical/Agency Site Evaluation.

CODE OF PROFESSIONAL CONDUCT FOR NURSING STUDENTS

The professional nurse is responsible for maintaining and promoting health, caring for people in acute and chronic illness, alleviating suffering whenever possible and providing supportive and restorative measures for individuals and families to realize their maximum health potential. Inherent in nursing is respect for life and the dignity and rights of all persons. Nursing practice is unrestricted by considerations of race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status, sexual orientation, political affiliation or social status.

These fundamental beliefs are inherent in the profession of nursing. The development of a code of ethics is an essential characteristic of a profession and provides one means for the exercise of professional self-regulation. The conduct of nursing students is part of the evaluation process in nursing education.

This code of professional conduct specifies for nursing students what is meant by appropriate professional conduct and will be used as a means to better prepare graduates to enter the profession of nursing. The following list of behaviors will be incorporated into each nursing course and will be a part of every clinical evaluation.

Professional conduct for nursing students includes, but is not limited to, the following behaviors:

1. Students in the clinical setting are representing Washburn University School of Nursing as well as the profession of nursing. They will always present themselves in appropriate professional clothes with a name tag clearly visible.
2. Students will demonstrate physically and psychologically stable behavior so that clients can be the focus of care.
3. Students will communicate with clients, clinical agency personnel, other students and the faculty in a manner that is respectful, is receptive to feedback and promotes open communication.
4. Students will provide care that is client-centered and shows respect for human dignity and the uniqueness of the client, free from all bias and discrimination, and without consideration for personal attributes or the nature of health problems.
5. Students will maintain confidentiality of protected patient information.
6. Students, when acting in a professional capacity, will at all times, maintain standards of professional conduct.
7. Students will always place client care and safety as the primary concern in any clinical situation.

8. Students who are unable to attend class, clinical or client meeting, are responsible for contacting appropriate persons in a timely manner and arranging make up assignments as required.

STUDENT ACADEMIC INTEGRITY POLICY

Academic integrity is essential for maintaining a standard of professional behavior expected of all students enrolled in the School of Nursing. Becoming a member of the School of Nursing obligates implicit and explicit adherence to academic integrity.

Academic integrity implies honesty in all aspects of the educational process and is essential for promotion of an optimum learning environment, and for the development of personal and professional responsibility and accountability in nursing students.

Students in the School of Nursing are expected to conduct themselves in a professional manner according to the ANA Code for Nurses and to adhere to all School of Nursing and University policies in any endeavor associated with School of Nursing activities either on or off campus. Dishonesty, disruption of learning experiences, or any other form of academic impropriety or misconduct will not be tolerated. Violations will be dealt with according to the guidelines in the Student Disciplinary Code and Washburn University Academic Impropriety Policy.

Students are required to sign the Student Conduct Pledge upon admission to the School of Nursing. Students who refuse to sign the School of Nursing Academic Integrity Policy Statement will not be allowed to continue in the major.

Appendix 1: Program Outcomes

Doctor of Nursing Practice Program End-of-Program Outcomes

At the completion of the nursing program, the learner will be able to:

1. integrate nursing science with ethics, natural, social, and organizational sciences for advanced practice nursing.
2. support quality healthcare innovations through systems-level leadership.
3. use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.
4. integrate technology with nursing practice to improve quality and accessibility of care.
5. advocate health care policies that seek to improve social justice, equity, and ethical treatment.
6. collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems.
7. synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.
8. demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.

Master of Science in Nursing Program End-of-Program Outcomes

At the completion of the nursing program, the learner will be able to:

1. provide organizational leadership demonstrating knowledge of health policy and health care systems.
2. integrate knowledge and theory into evidence based practice and research.
3. collaborate with interdisciplinary groups within the role and scope of advanced practice nursing.
4. demonstrate sound critical thinking and clinical decision-making.
5. provide holistic care that is culturally proficient with diverse groups and communities.
6. incorporate ethical and legal principles in health care policies.
7. integrate effective communication in advanced nursing roles.

**Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate Program
End-of-Program Outcomes**

At the completion of the nursing program, the learner will be able to:

1. integrate knowledge and theory into evidence-based advanced psychiatric mental health nursing practice.
2. collaborate with interdisciplinary groups within the role and scope of advanced psychiatric mental health nursing practice.
3. demonstrate sound critical thinking and clinical decision-making.
4. provide holistic care that is culturally proficient with diverse groups and communities.
5. incorporate ethical and legal principles in advanced psychiatric mental health nursing practice.
6. integrate effective communication in the advanced psychiatric mental health nursing role.
7. build on graduate level nursing education to acquire essential competencies for advanced psychiatric mental health nursing practice.

Appendix 2: Evaluation of the Graduate Clinical Site/Agency

GRADUATE CLINICAL SITE/AGENCY EVALUATION

Directions: Faculty clinical instructor and the student shall complete this evaluation form at the completion of the clinical experience. Upon completion, this form is to be submitted to the chairperson of the GEC. Evaluations are reviewed annually by the GEC, or sooner, if needed. Following review by the GEC, the evaluation shall be retained in the School of Nursing files.

Name of Agency _____

	Yes	No	Comments
Orientation to the agency was completed.			
Staff were helpful and cooperative.			
Adequate client population for practicum.			
Client population was diverse.			
Able to collaborate with a variety of disciplines.			
Library resources available.			
Computer available.			
Space adequate for conferencing with preceptor			
Lounge, lunch room available to student.			

List positive aspects of the agency:

List limitations of the agency:

Overall, in providing clinical learning opportunities, I would rate this agency as:

Excellent Good Fair Poor

_____ Recommend using the agency in the future.

_____ Do not recommend using the agency in the future.

Name of Student _____ Semester _____

Course _____

Faculty completing evaluation _____ Date _____

10/05/04

Appendix 3: Evaluation of the Preceptor by the Graduate Student and Faculty

EVALUATION OF THE PRECEPTOR BY THE GRADUATE STUDENT AND FACULTY

Directions: Faculty clinical coordinator shall complete this evaluation form at the completion of the clinical experience with input from the student assigned to the preceptor. Upon completion, this form is to be submitted to the chairperson of the GEC.

Evaluations are reviewed each semester by the GEC, or sooner, if needed. Following review by the GEC, the evaluation shall be given to the Associate Dean.

Name of Preceptor _____ Agency _____

Preceptor Responsibilities	Met	Not Met	Comments
Provides orientation to the agency.			
Establishes supportive relationship with student, helps them feel welcome and a part of the agency			
Collaborates with students to develop learning experiences based on the student learning needs and course outcomes			
Monitors clinical competencies of the student.			
Seeks solutions to clinical problems, or issues related to student experiences			
Provides clinical experiences for a specified period of time as arranged with the clinical course coordinator.			
Provides feedback to student			
Consults with faculty during the student's clinical experience and as needed			
Completes the written clinical evaluation for the student's clinical performance			
Assists in overall evaluation of the preceptor program			

KSBN Requirements	Met	Not Met	Comments
Models advanced practice role			
Guides in decision to order and/or performance of diagnostic procedures			
Instructs in the interpretation of diagnostic and assessment findings			
Educates student in prescription of medications or treatment modalities for clients			

Name of Student _____ Semester _____

Course _____

Faculty completing evaluation _____ Date _____

10/05/04, 05/09

