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To Our Preceptors:

The Faculty of The Ohio State University College of Nursing, Nursing and Health Systems Management track wish to extend our warmest appreciation to you for serving as a preceptor for our students. Precepting a student is both a challenging and rewarding experience. The challenge lies in providing a worthwhile and meaning clinical placement where the student can practice skills he or she has learned in the classroom. The rewards lie in having a student grow and learn as a leader in nursing. Students often complete a project that is useful to your agency. Students often bring new ideas and perspectives to an organization. Additionally, you will have the opportunity to guide a developing professional through one of the most important experiences of their education. The personal satisfaction can be very rewarding.

Many nurses feel a professional responsibility to share their knowledge and experience with students entering the field. It is from your guidance and expertise that our students gain their knowledge, confidence, dedication, leadership, and management skills to become nursing leaders. You are a role model. You are a mentor. You are a teacher. For this, we thank you!

This Preceptor Guide has been developed to assist you in providing a successful and meaningful clinical placement that meets the academic standards of The Ohio State University College of Nursing. We hope you find it valuable. Should you have any questions, please contact me at 614-292-4934, or email Carolyn.mcclerking@osumc.edu.

Respectfully yours,

Carolyn A. McClerking, MS, RN, ACNP-BC
Specialty Program Director,
Adult-Gerontology Acute Care

Overview of the Adult-Gerontology Acute Care NP (AG-ACNP) Track Sub-Specialty

The *ACCN Essentials of Master's Education for Advanced Nursing Practice* (2011) and the guidelines of the Acute Care Nurse Practitioner Competencies as defined by the National Organization of Nurse Practitioner Faculties (NONPF) were used to guide the AG-ACNP curriculum development.

Core Nursing Curriculum

Nursing 7403 Innovation Leadership in Advanced Nursing Practice (4 credits)

Analysis of organizational leadership and ethical essentials necessary to deliver high quality patient care in diverse settings.

Nursing 7483 Quality Improvement and Informatics (3 credits)

Explores advanced concepts of collaboration, design, leadership, implementation and evaluation of quality improvement initiatives in health care utilizing information technology strategies.

Nursing 7491 Health Promotion and Disease Prevention across the Life Span (3 credits)

Analyze strategies to encourage change in both individual's and population's health behaviors that influence risk reduction in multiple settings. Develop educational strategies utilizing advanced critical thinking.

Nursing 7500 Nursing in the American Health Care System (2 credits)

Analysis of the U.S. health care delivery system and the policy making process, with an emphasis on the social, political and economic factors affecting the delivery of Nursing services. Prereq: Grad standing in Nursing or permission of instructor. Not open to students with credit for 603.

Nursing 7780 Evidence Based Nursing Scholarship for the Master's Prepared Nurse (3 credits)*

Introduction to intermediate research methods and statistics applied in evidence based nursing scholarship. Includes literature search methods, critique of research methods and results, and synthesis of evidence related to clinical nursing problems.

AG-ACNP Specialty Courses

Nursing 7200 Acute Care Nurse Practitioner Skills (1 credit). Development of essential skills for assessment, monitoring and management of acutely and critically ill adults

Nursing 7208.01 Advanced Practice Nursing: Adult Acute Care I (10 credits). Designed to build on major components critical to the knowledge of diagnosis and management of pathologies in acutely ill adults, older adults and the frail elderly. Focus is centered on the acute care nurse practitioner as an initial care provider for patients with acute illnesses. Goal is also to enhance knowledge in the care of critically ill patients across the lifespan to include late adolescents and emancipated minors. Advanced nursing management of adult and gerontology patients in critical care settings is emphasized.

Nursing 7208.02 Advanced Practice Nursing: Adult Acute Care II (10 credits). Application of principles of advanced practice Nursing applied to Adult Critical Care as a population focus. Experiences concentrate on clinical decision-making in an interdisciplinary environment.

Course Objectives and Clinical Requirements

N7208.01 Advance Practice Nursing: Adult-Gerontology Acute Care (10 credits)

This course will meet for 3 hours each week.

Course Objectives: The student will:

1. Incorporate appropriate concepts, models and theories from nursing, behavioral, biological and medical science into practice
2. Use research in practice
3. Collaborate with health care professionals and community agencies to provide accessible, high quality care
4. Provide health promotion and risk reduction interventions to clients
5. Diagnose actual or potential health problems
6. Manage acute and chronic health problems with pharmacological and non-pharmacological interventions
7. Provide culturally competent health care
8. Analyze economic, ethical, legal, political and professional issues related to practice
9. Evaluate outcomes of practice

Clinical Experience: Clinical experiences will require the student to apply in-class content to their clinical site. During the 2-course clinical series, the student will:

- Demonstrate effective communication and collaboration skills
- Demonstrate accountability in the learning process
- Demonstrate baseline knowledge of disease process
- Perform complete and accurate physical exam and document in patient record
- Identify common abnormalities
- Gather and accurately interpret laboratory and diagnostic data
- Follow hospital policy and procedures
- Record problem lists, comprehensive daily notes
- Identify patient problems and therapies and participate in informal teaching with staff

N7208.02 Advance Practice Nursing: Adult-Gerontology Acute Care (10 credit hours)

This course will meet for 3 hours each week.

Course Objectives: The student will:

1. Incorporate appropriate concepts, models and theories from nursing, behavioral, biological and medical science into practice
2. Use research in practice
3. Collaborate with health care professionals and community agencies to provide accessible, high quality care
4. Provide health promotion and risk reduction interventions to clients
5. Diagnose actual or potential health problems
6. Manage acute and chronic health problems with pharmacological and non-pharmacological interventions
7. Provide culturally competent health care
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Course Objectives

N7200 Acute Care Nurse Practitioner Skills (1 credit)

This course will meet for 3 hours each week.

Course Objectives: The student will:

1. Incorporate appropriate concepts, models and theories from nursing, behavioral, biological and medical science into practice
2. Use research in practice
3. Collaborate with health care professionals and community agencies to provide accessible, high quality care
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Orientation for the (Adult-Gerontology Acute Care) Preceptor

The Clinical Placement Process

Purpose

This experience will afford the student a significant opportunity to apply knowledge and skills from the classroom toward the achievement of clinical objectives and the further refinement of the student's skills. This is done under the supervision of a preceptor (you) and the course faculty.

Objectives

The objectives for each course and the clinical requirements are listed in the preceding pages.

Defining Tasks

Experience has shown that one of the best ways to accomplish the clinical experience is for the preceptor and the student, with course faculty consultation, to review the clinical placement requirements, identify tasks and projects (N7208.01 & N7208.02) prior to the start of the semester. These will assist the student in developing new skills and in gaining technical competence.

Summary of Requirements

The student will be required to complete approximately 16-24 clinical hours per week over the 2 semesters in order to fulfill the required overall minimum total of 500 clinical hours. If a student has a documented episodic illness, and he or she misses a clinical day, they are to contact their respective preceptor and faculty and notify them of their absence.

Autumn	Spring 250	Total Clinical Hours
250	250	500

Grading

Clinical grade will be based on preceptor evaluation in the clinical setting; however, clinical faculty will determine the final grade. Clinical performance will be judged satisfactory or unsatisfactory (S/U). Satisfactory performance in clinical practice is required to pass the course. Students and preceptors are expected to meet on a regular basis to evaluate the student's clinical progress, specifically to identify learning strengths and needs. These discussions should be documented on the Clinical Evaluation tool at midterm and at the end of the quarter. Failure to meet the minimum requirements (therefore earning a U) for this component of the grade will result in failure of the course regardless of the other components of the grade.

Preceptor Qualifications

- Masters prepared Registered Nurse with an active RN license, National Certification in area of Specialty and 1 year of experience as an Advanced Practice Nurse.
- Expertise in current position in the organization
- An interest in helping a graduate student

Responsibilities of the Preceptor

The preceptor should:

- Arrange a schedule with the student for completing the necessary hours
- Give the student an orientation to the site early in the experience. This will facilitate a smooth transition into the site and optimize the use of available resources.
- Provide appropriate office space and office materials for the student, if necessary.
- Explain to the student your expectations of his or her conduct. The areas of dress, conduct, scheduling of hours, and general characteristics of the experience should be discussed.
- Allow sufficient time for supervision and instruction in the form of routine interactions. Guide the student in his or her next steps and ask to review work periodically.
- Provide the student with constructive feedback. Some tips are provided in the next section.
- Afford the student the time and patience needed for an optimal learning experience.
- *Contact the course faculty or Karen Clancy at any time throughout the placement if problems should arise.*

Paving the Way

It is important to keep in mind that a preceptor paves the way for the student within the organization. Properly introducing the student to his or her role in the organization is crucial to overall success. The preceptor provides an environment in which the student can gain experience and confidence.

Delegating Responsibility

As a preceptor there are two things that you should NOT do. The first is to give the student too much responsibility too fast. The second is to withhold responsibilities from the student that he or she may be able to complete. In order to avoid these potential problems, you must evaluate the student's ability for yourself and decide how much responsibility is acceptable and what is

too much. Balancing the two will make for a productive and more enjoyable experience for both the student and preceptor.

Interacting with the Course Faculty

The course faculty is involved with helping students clarify their goals. There should be a three-way conversation at the mid-way point of the experience among the student, preceptor, and the course faculty. The student should take the initiative to schedule this interaction. *The preceptor, however, should feel free to contact the course faculty (Carolyn McClerking, Michelle Wende, Katherine Hays or Afton Smith) at any time during the placement.*

Evaluation and Feedback

- Formal evaluations are required and should be completed and returned to the course faculty at the end of the experience. Forms will be provided to you for this purpose.
- Additionally, the preceptor may provide constructive feedback weekly in a private setting to the student. This feedback is essential for learning. Provide the student with feedback on:
 - Performance of any specific activities,
 - Overall performance regarding all daily activities,
 - Any issues related to attitude, knowledge, or skills
- Feedback should be specific and timely, based on observation of behavior and skills.
- Feedback should include descriptions of specific behaviors with both positive and negative statements.
- If there are concerns about the student's progress, please contact the course head, Carolyn McClerking, as soon as possible to discuss the issues.

Tips

- ▶ Establish a rapport with the student first. Individuals respond better to the feedback when the giver starts with some conversation rather than bursting forth with the feedback.
- ▶ Use both positive and negative feedback. Again, individuals respond to praise, recognition, and encouragement. Coupling some positive feedback with the negative will increase the chances that the negative feedback will be received more positively. When giving praise, however, it must be genuine.
- ▶ Be specific and avoid generalizations or general comments such as "You didn't handle that very well." Instead, tell the person exactly what it was they did ineffectively.
- ▶ Keep calm. Try not to let the student know that you are anxious or nervous about giving feedback. Keep your voice steady, give eye contact, and don't let yourself become angry.
- ▶ Give the student a chance to digest what you have just told them. Everyone has a right to accept or reject feedback. The student will have to decide whether or not to act upon the feedback.

- ▶ Focus on the behavior. Give feedback about the student's behavior, not the person. "I was disappointed when you said that to the patient." NOT "You are inconsiderate."
- ▶ Use I statement. Instead of saying 'you are...' try starting your sentence with "I think..." or "In my opinion...", or "I feel that ...". This allows you to take ownership of your feedback.
- ▶ Ensure understanding. Check to see that the other person understood you correctly.
- ▶ Avoid stereotypes. Don't use statements such as "I would expect that out of a man" or "You are acting like a child".

Sources: *Training Games for Assertiveness & Conflict Resolution* by Sue Bishop. *The OSU School of Public Health Preceptor Guidebook*.

Responsibilities of the Student

- The student is responsible for initially contacting the preceptor.
- The student should function professionally and this should be reflected in projects, activities, relationships with the preceptor, patients and all agency staff.
- The student is expected to maintain confidentiality for all experiences. Students may describe experiences in clinical debriefing sessions, but statements of individuals are non attributable and information will never be communicated outside of the classroom.

The student must:

- ▶ Be professional in appearance, both in dress and conduct
 - ▶ Adhere to the schedule agreed upon by the student and preceptor
 - ▶ Be punctual and is required to notify the preceptor as soon as there is a possibility of being late or absent.
 - ▶ Practice professional courtesy when communicating with clients and other health professionals.
 - ▶ Maintain appropriate confidentiality
- The relationship between the student and the preceptor should be one of student-teacher rather than employer-employee, or co-workers. The student teacher relationship should be built on mutual trust, respect, communication, and understanding.
 - The student completes an evaluation on the agency/preceptor at the end of the experience. This information may be shared with the preceptor if you wish.

Responsibilities of the Course Faculty

The course faculty:

- ▶ Assists the student in clarifying educational goals for the field experience.
- ▶ Is responsive to the needs of the student and preceptor during the placement.
- ▶ Completes at least one site visit per semester (usually mid-semester) that includes the student and preceptor.
- ▶ Is available by email and/or phone to discuss issues, concerns, and progress of the student throughout the semester.
- ▶ Contacts the preceptor at the end of the semester to discuss the final student evaluation.

Adapted from the OSU School of Public Health Preceptor Guidebook