



THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING

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To Our Preceptors:

The Faculty of The Ohio State University College of Nursing, and specifically the Clinical Nurse Leader specialty, wish to extend our warmest appreciation to you for serving as a preceptor for one of our students. Precepting a student is both a challenging and rewarding experience. The challenge lies in providing a worthwhile and meaningful 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 for this practicum that is useful to their learning and your agency. Furthermore, students often bring new ideas and perspectives to an organization. As a preceptor, you will have the opportunity to guide a developing a nursing 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 opportunity 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 the course's clinical instructor or me at 614-292-4934, Wilcox.159@osu.edu

Respectfully yours,

Janice Wilcox, MSN, RN, CNL
Clinical Instructor
Specialty Program Director,
Clinical Nurse Leader Program

Overview of the Clinical Nurse Leader Specialty

The *AACN Essentials of Master's Education for Advanced Nursing Practice* (2011) and the AACN Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice were used to guide the NHSM Nursing Administration curriculum development.

Core Nursing Curriculum

Nursing 7403, Innovation Leadership in Advanced Nursing Practice
Nursing 7483, Quality Improvement and Informatics
Nursing 7491, Health Promotion and Disease Prevention across the Life Span
Nursing 7500, Nursing in the American Health Care System
Nursing 7780, Evidence-Based Nursing Scholarship

Other Required Courses

Nursing 7410 Advanced Health Assessment
Nursing 7450 Pathophysiology of Altered Health States
Nursing 7470 Advanced Pharmacology in Nursing

Clinical Courses

7238. 01 Introduction to Clinical Nurse Leader Practice Introduction to the clinical role, responsibilities, practice, and skills of the Clinical Nurse Leader.

Course Objectives: The student will:

1. Analyze the role of the CNL within a microsystem.
2. Enhance professional relationships through the use of self-awareness, self-evaluation, and ethical decision making to improve communication and improve quality of care outcomes.
3. Collaborate and consult with other health professionals in the design, coordination, and evaluation of client care outcomes across the health care continuum.
4. Foster a multidisciplinary approach to acquire and use traditional and complimentary resources for client populations.
5. Apply systems and organization theories to the design, delivery, and evaluation of health care delivery systems.
6. Identify high risk/high cost/high volume activities related to new equipment and technologies.
7. Demonstrate skill in the classification, storage, retrieval, analysis, and integration of data for decision-making and planning nursing care

7238.02 Transition to Clinical Nurse Leader Practice Intensive clinical experience to apply theories and fully engage in the role of the Clinical Nurse Leader (CNL).

Course Objectives: The student will:

1. Function independently within a microsystem and assume accountability for health care outcomes for a specific group of clients.
2. Collaborate with interdisciplinary health care team members and appropriate community organizations to develop or revise and disseminate clinical protocols.

3. Apply business and economic principles and practices to the delivery of health care or clients in a microsystem.
4. Interpret and disseminate health care research and health care information to policy makers, health care providers, and consumers.
5. Evaluate ethical decision making from both a personal and organizational perspective.
6. Analyze data and apply evidence based knowledge to develop plans of care specific to the characteristics and conditions for clients in a microsystem.
7. Compare institutional and unit data about patient diagnoses in a microsystem to regional, national, and international benchmarks.

Clinical/Field Experience Objectives:

According to the AACN Competencies and Curricular Expectations for CNL Education and Practice (2013) the intensive immersion into CNL practice should provide the student with the opportunity to practice in a chosen healthcare environment and to integrate into one's practice the knowledge, skills, and attitudes (KSAs) acquired throughout the CNL education experience. A strong interprofessional practice focus should be embedded into the experience. Nursing interventions should include those that influence health care outcomes for both individuals, populations. System analysis is also an important aspect of the clinical immersion.

Orientation for the CNL 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 your supervision and that of the course clinical faculty.

Objectives

The objectives for these courses and the clinical objectives for the precepted component of the course are listed in the preceding pages.

Defining Tasks

Experience has shown that one of the best ways to accomplish the clinical/field placement experience is for the preceptor and the student, with course faculty consultation, to review the clinical placement requirements and identify tasks and projects before the start of the semester or shortly after the beginning of the course. This will ensure the student develops new skills and gains technical and managerial competence.

Summary of Requirements

The CNL Specialty Track requires that a student complete 448 clinical hours in the program, 112 hours the first clinical semester and 336 in the second.

Semester	Clinical Hours
Summer	112
Autumn	336
Total	448

Grading

Clinical/field experiences are graded satisfactory or unsatisfactory (S/U); the course faculty consults with the preceptor before making the grade assignment.

Preceptor Qualifications: A nurse who has...

- a Masters Degree.
- an active Ohio Registered Nurse (RN) license.
- been in a leadership or management position for at least one year.
- expertise in his or her current position in the organization.
- an interest in precepting 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, behavior, 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.
- make a list of projects and work assignments for which the student will be responsible during this placement.

- 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 clinical faculty or course lead at any time throughout the placement should problems arise.***

Paving the Way

It is important to keep in mind that a preceptor paves the way for the student within your organization. Properly introducing the student to his or her role in your organization is crucial to overall success. You provide 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 quickly. 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, 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 you and the student.

Interacting with the Course Faculty

The course faculty and student advisor are involved with helping students clarify their goals and choosing an appropriate site. You will have a three-way conversation with the student and clinical faculty at the mid-point of the experience. The student should take the initiative to schedule this interaction. *You, however, should feel free to contact the course clinical faculty at any time during the placement.*

Evaluation and Feedback

- Formal evaluations, using the Clinical Evaluation Tool provided by the College, are required and should be completed and returned to the course clinical faculty at mid-point and at the end of the experience.
- You may also provide constructive feedback weekly in a private setting with 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; and
 - any issues related to attitude, knowledge, or skills.
- Feedback should be specific and timely, based on observation of behaviors and skills.
- Feedback should include descriptions of specific behaviors with both positive and negative statements, as indicated.

- If there are concerns about the student's progress, please contact the course clinical faculty, the course lead faculty or Dr. Laureen Smith as soon as possible to discuss the issues.

Tips

- ▶ Establish a rapport with the student first. Individuals respond better to 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 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 student 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 do not let yourself become angry or loud.
- ▶ Give the student a chance to digest what you have told him or her. 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 student himself or herself. "I was disappointed when you said that in the meeting." NOT "You are inappropriate."
- ▶ Use an "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 student 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 you.
- The student should function professionally as reflected in projects, activities, and relationships with you and all agency personnel.

- The student is expected to maintain confidentiality for all experiences. Students may describe experiences in clinical debriefing sessions, however, statements made by individuals are to be non-attributable, and information will never be communicated outside of the classroom.
- The student must:
 - be professional in dress and conduct (behavior).
 - adhere to the schedule agreed upon between the two of you.
 - be punctual and is required to notify you as soon as there is a possibility of being late or absent.
 - practice professional courtesy when communicating with all people at the clinical site.
 - maintain appropriate confidentiality.
- The student completes an evaluation of you and your agency at the end of the experience. You may ask to see this evaluation if you wish.
- The student completes an oral presentation that is specific to all course objectives.

The relationship between you and the student should be one of student-to-teacher rather than employer-to-employee, or coworker-to-coworker. The student-to-teacher relationship should be built on mutual trust, respect, communication and understanding.

Responsibilities of the Clinical Faculty

Assists the student in clarifying educational goals for the field experience.

- Selects sites for field placement or assists the student in selecting sites for field placements along with the student's advisor.
- Is responsive to your needs and the needs of the student during the placement.
- Completes at least one site visit per semester (usually mid-semester) that includes you and the student.
- Is available by email and/or phone to discuss issues, concerns, and progress of the student throughout the semester.
- Contacts you at the end of the semester to discuss the final student evaluation.

- Adapted from the OSU School of Public Health Preceptor Guidebook