



THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING

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To Our Preceptor-Mentors:

The Faculty of The Ohio State University College of Nursing, and specifically the Doctor of Nursing Practice Program, wishes to extend our warmest appreciation to you for serving as a preceptor-mentor 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 will complete a project for this immersion experience 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 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 further knowledge, confidence, dedication, leadership, and management skills to become outstanding nursing leaders. You are a role model. You are a mentor. You are a teacher. For this, we thank you!

This Preceptor-Mentor Guide has been developed to assist you in providing a successful and meaningful clinical immersion 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 or concerns please don't hesitate to contact me. I can be reached via email, Zurmehly.8@osu.edu or phone 614-292-4524 at any time

Respectfully yours,

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Overview of the Doctor of Nursing Practice Program

The Doctor of Nursing Practice degree program reflects the highest level of educational preparation for advanced practice nurses and administrators. The American Association of Colleges of Nursing (AACN) has proposed that the DNP degree be the level of entry for all advanced practice nurses by 2015. More information is available on-line at:

<http://www.aacn.nche.edu/DNP/index.htm>.

At The Ohio State University College of Nursing, the Doctor of Nursing Practice Program is offered as a post-master's and BSN to DNP degree option. Building on the student's foundation of professional expertise, the program prepares nurses for the highest level of nursing practice with individuals, families, populations, and systems. Hallmarks of this program include strong foci on advanced nursing management of direct patient care; skill in quality improvement; the application of informatics to practice and health care improvement; health systems management and leadership; competence in health policy analysis, advocacy, and ethical decision making in health care.

At the completion of the DNP Program, the graduate will be prepared to:

- Practice at the highest level of nursing, integrating and applying knowledge from the sciences with the fields of organizational management, ethics, health policy, and information technology;
- Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care;
- Apply analytical skills and translational science methodologies to practice-focused scholarship;
- Provide leadership in inter-professional collaborative teams to improve health outcomes for individuals, populations, and systems;
- Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems;
- Develop skill in the analysis and shaping of health policy.
- Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.

Characteristics of the Graduate

The characteristics of the graduate reflect the *Essentials for Doctoral Education in Advanced Nursing Practice* (AACN, 2006, pg 8-17). These essentials focus on eight areas of advanced nursing practice. The areas are as follows:

Essential #1: Scientific Underpinnings for Practice

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
 - a. determine the nature and significance of health and health care delivery phenomena;
 - b. describe the actions and advanced strategies to enhance, alleviate, and

- ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential #2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

The DNP program prepares the graduate to:

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work:
 - a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
 - b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
 - c. Develop and/or monitor budgets for practice initiatives.
 - d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
 - e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

Essential #3: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
5. Use information technology and research methods appropriately to:
 - a. collect appropriate and accurate data to generate evidence for nursing practice
 - b. inform and guide the design of databases that generate meaningful evidence for nursing practice
 - c. analyze data from practice
 - d. design evidence-based interventions

- e. predict and analyze outcomes
- f. examine patterns of behavior and outcomes
- g. identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Essential #4: Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care

The DNP program prepares the graduate to:

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

Essential #5: Health Care Policy for Advocacy in Health Care

The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential #6: Interprofessional Collaboration for Improving Patient and Population Health Outcomes.

The DNP program prepares the graduate to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential # 7: Clinical Prevention and Population Health for Improving the Nation's Health

The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential #8: Advanced Nursing Practice

The DNP program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Course of Study

The 50-semester credit DNP Program includes DNP core courses as well as electives complementary to the student's area of expertise. Students may elect a second area of clinical specialization in which to expand their practice such as mental health or acute care practice. This will require additional credit hours to satisfy both credentialing requirements and the intent of the DNP clinical immersion experience.

Students may also select among the university's graduate interdisciplinary specializations. Upon approval by their DNP academic adviser and the DNP Subcommittee, students may complete their clinical requirements at their place of employment.

Description of DNP Program Courses

NRSPRCT 8402 Innovation and Leadership Development for the DNP Nurse (3 credits)

Examination of leadership development to maximize innovation and positive organizational impact with an exploration of own leadership development. Prereq: Enrollment in DNP program, or permission of instructor. (CE, NE, BSN)

NRSPRCT 8403 Innovation and Complexity Foundations for the DNP Nurse (3 credits)

Examination of the demands for innovations in thinking and solutions to pressing problems in nursing and health care with an emphasis on analysis of contemporary innovation theories and complexity science. Prereq: NRSPRCT 8402. (CE, NE)

NRSPRCT 8404 Nurse Executive Leadership at the Corporate Level (3 credits)

Analysis of the nurse executive position at the corporate level from a complexity leadership perspective with an emphasis on leadership theory and applications in complex healthcare systems. Prereq: NRSPRCT 8403. (CE, NE, BSN)

NRSPRCT 8480 Quality Improvement in Doctoral Nursing Practice (3 credits)

Advanced concepts in collaboration, design, leadership, implementation and evaluation of quality improvement initiatives. Prereq: Admission to the DNP program, or permission of instructor. Not open to students with credit for NURSPRCT 940.02. (CE, NE, BSN)

NRSPRCT 8490 Health Promotion in the Age of Personalized Health Care (2 credits)

Critical analysis of social determinants of health contributing to health disparities, their synthesis with theories of health behavior, and development of strategies to improve health outcomes. Prereq: Admission to the DNP program, or permission of instructor. Not open to students with credit for NURSPRCT 913. (CE, NE, BSN)

NRSPRCT 8500 Health Policy for Doctoral Nursing Practice (3 credits)

Analysis of policy and advocating for change that impacts health at institutional, local, state and federal levels. Prereq: Admission to the DNP program, or permission of instructor. Not open to students with credit for NURSPRCT 940.03. (CE, NE, BSN)

NURSING 8510 Ethics in Healthcare Practice, Research and Policy (2 credits)

Study of the central ethical dilemmas facing Nursing in health care practice, research, and policy. Prereq: Grad standing in Nursing or permission of instructor. Not open to students with credit for NURSING 755. (CE, NE, BSN)

NRSPRCT 8600 The Culture of Systems: Creating a Context for Organizational Peak Performance (3 credits)

Analysis of cultural theories in health care and the impact of culture on organizational structure, relationships, evaluation, and outcomes. Prereq: NRSPRCT 8402. (NE)

NRSPRCT 8610 Informatics for Leadership in Health and Healthcare (3 credits)

Analysis of theories and design as applied to health informatics, evaluation electronic health information resources and patient care technology, and application in DNP practice. Prereq: Admission to the DNP program, or permission of instructor. (CE, NE, BSN)

NRSPRCT 8781 Methods and Measurement in Clinical Nursing Science (3 credits)

Theory and survey of research methods and measurement issues related to clinical nursing science. Prereq: Admission to the DNP program, or permission of instructor. Not open to students with credit for NURSPRCT 951 or 952. (CE, NE, BSN)

NRSPRCT 8782 Foundations of Evidence-Based Practice (EBP) (3 credits)

Examination of the development and impact of evidence-based practice on health outcomes and the roles of the DNP in integrating evidence into practice and leading organizational change. Prereq: Admission to the DNP program, or permission of instructor. (CE, NE, BSN)

NRSPRCT 8783 Implementing, Facilitating, and Sustaining EBP (2 credits)

Application of EBP principles and the change process to implement, facilitate, evaluate, and sustain evidence-based-practice changes to improve healthcare. Prereq: NRSPRCT 8781 and 8782. (CE, NE, BSN)

NRSPRCT 8784 Disseminating Evidence to Advance Best Practices, Policy, and Outcomes in EBP (2 credits)

Internalization of the roles and responsibilities of the DNP in EBP through dissemination of evidence. Prereq: NRSPRCT 8783. (CE, NE, BSN)

NURSPRCT 8998 DNP Final Document Project (1-3 credits)

Students complete a scholarly clinical or research centered project depending upon their goals and interests. Prereq: Enrollment in the Doctor of Nursing Practice program and completion of the DNP Professional Doctoral Examination. Repeatable to a maximum of 12 cr hrs. This course is graded S/U.

NRSPRCT 8898 DNP Clinical Immersion I & II (7 credits)

Integration and synthesis of knowledge and practice experiences designed to achieve essential and specialty components of the DNP role. Prereq: Successful completion of DNP Professional Examination. Repeatable to a maximum of 21 credits. (CE, NE, BSN)

BSN to DNP Program Content

From the beginning of coursework through the completion of a student's specialty practicum, certain aspects of nursing requirements will follow a combination of master's-level and doctoral-level guidelines. To save on redundancy of information and document length, information regarding specialties and clinical compliance will be referenced in the Master of Science Student Handbook. A copy can be found online at <http://studentweb.con.ohiostate.edu/sa/Student%20Handbooks/Forms/AllItems.aspx>.

Doctor of Nursing Practice Program Course Objectives and Clinical/Immersion Requirements

Nurs Prct 8898 Doctor of Nursing Practice (DNP) Clinical Immersion I and II (7 credits each)

Course Description:

Integration and synthesis of knowledge and practice experiences designed to help students achieve essential and specialty components of the DNP role.

The *AACN DNP Essentials (2006)* and the NTF Criteria for Evaluation of Nurse Practitioner Programs (2008) were used to guide course development.

Course Objectives:

The student will:

1. Analyze complex environmental and social processes as they affect the health of individuals, populations and/or systems.
2. Synthesize the relationships among diverse factors that have an impact on the management of complex problems.
3. Critically analyze multi-disciplinary research in designing interventions and/or health policy
4. Integrate evidence-based research and theoretical models into the creation of health promotion programs, quality improvement efforts, and/ or health policy development
5. Evaluate the outcomes and impact of intervention and management strategies.
6. Provide leadership in addressing ethical dilemmas.
7. Demonstrate leadership excellence in the student's area of expertise in practice and health policy.

Description of Clinical/Immersion Hours

The Doctor of Nursing Practice (DNP) is a practice-focused doctoral nursing degree designed for nurses seeking careers in advanced clinical nursing practice and nurse executive ranks. The goals of practice immersion experiences at the doctoral level include preparation of practitioners and administrators with advanced leadership skills who can facilitate translation of the evidence base into practice within a minimum amount of time and with a maximal positive impact on the health outcomes of the populations served.

Practice may take a variety of forms, from direct patient care to analyses of organizational or public health needs. The faculty member in advisement from the advisor and clinical mentor will specify what practice behaviors/activities constitute a passing level in meeting the course objectives. In addition, a clinical mentor is necessary to facilitate the student's activities at the practice site. A clinical mentor is defined as a person employed at the site who can facilitate the student's entry and progress toward meeting their objectives. The clinical mentor should be the most qualified person available.

An intensive culminating practicum is designed within the program in order to provide a focused opportunity to synthesize the new doctoral skills into the student's clinical practice. As with all practice hours the student will work with a course faculty member and a clinical mentor to seek opportunities to practice and demonstrate proficiency with the new skills. The capstone practicum contributes directly to the student's project.

While students have the opportunity to select sites that will meet course objectives and contribute to their professional goals, all sites must have the approval of the faculty advisor.

Clinical Objectives

With the help of the student's academic advisor, each DNP student develops a written Immersion Plan with no more than three, major learning objectives spanning the final academic year. This written plan should set forth the learning objectives (based on Clinical Immersion Practicum course objectives, listed above), specific learning activities, time commitment, and outcomes to be accomplished. In selecting the objectives, students should carefully consider the competencies identified in the DNP *Essentials* and develop objectives in areas in which the student would benefit from building his or her expertise. For each objective, well-specified activities relevant to meeting the objective should be identified for each semester of the immersion experience. Evaluation products presented to the advisor each semester to demonstrate student progress should also be developed for each objective. Additional Resources for the Immersion Plan are included below.

The eight AACN (2006) DNP role essentials include, briefly:

1. Scientific underpinnings for practice
2. Organizational and systems leadership for quality improvement and systems thinking
3. Clinical scholarship and analytical methods for evidence-based practice.
4. Information systems/technology and patient care technology for the improvement and transformation of health care
5. Healthcare policy for advocacy in health care
6. Inter-professional collaboration for improving patient and population health outcomes
7. Clinical prevention and population health for improving the nation's health
8. Advanced nursing practice

Advanced Practice Nursing Focus Outcomes

The Immersion plan should assure that students with a direct patient care focus demonstrate the following abilities at the end of the experience:

1. Holistic approaches to care
2. Development of therapeutic partnerships with individuals and their families and communities.
3. Demonstrate an expert level of understanding of nursing and related biological and behavioral sciences.
4. Skill in health promotion and disease prevention at each level of preventive care.
5. Excellence in clinical judgment and clinical performance.
6. Ability to provide diverse, evidence-based interventions in the management of health and illness.
7. Recognition of changes in practice trends and systemic changes that impact patient care and its quality.
8. Assumption of a leadership role in assuring meaningful and substantial quality improvement efforts.

Aggregate/Systems/Organizational Focus Outcomes

The Immersion plan should assure that students with an indirect patient care focus demonstrate the following abilities at the end of the experience:

1. Define actual and emerging problems.
2. Conduct comprehensive organizational, systems, and/or community assessments to identify health or system needs.
3. Design aggregate level health interventions.
4. Demonstrate an expert level of understanding of nursing and related biological, behavioral and other related sciences.
5. Create effective partnerships with diverse stakeholders for achieving health-related organizational or public policy goals.
6. Design patient-centered or population-focused care delivery systems or policy level delivery models.

American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. Washington, DC: Author.

The Clinical Placement Process

Students must provide the course faculty member, clinical mentor, and faculty advisor with a written immersion plan. This written plan should set forth the learning objectives (based on Clinical Immersion Practicum course objectives), specific learning activities, time commitment, and outcomes to be accomplished. The immersion plan shall constitute a learning contract between faculty, the student, and the mentor. However, at the request of the mentor's employing agency, a standard contract between the agency and the University may also be completed. This contracting process can take time to complete so planning ahead is strongly encouraged. The course faculty member, in consultation with the clinical mentor, will determine whether the objectives have been met at a satisfactory level.

Purpose

The clinical immersion provides the opportunity for students to synthesize and apply knowledge acquired across the program of study by practicing in the student's area of expertise at a greater level of competence as well as providing the context in which the final document project is executed. The immersion experiences and the final project represent the results of independent scholarly inquiry and contribute to the student's personal growth in nursing leadership, health policy, or evidence-based practice. Together with the final project, the immersion provides evidence of the student's advanced understanding of relevant literature and policy/practice issues, documents the outcomes of the student's educational experiences, provides measurable media for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise. Students may not work together on any portion of the immersion plan.

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 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 placement experience is for the preceptor-mentor and the student, with course faculty and advisor consultation, to review the clinical placement requirements and identify tasks and projects (Nurs Prct 8898 I & II) before the start of the semester. These will ensure the student develops new skills and gains technical and managerial competence.

Procedure:

- The student will contact the agency/mentor and discuss his/her needs for this clinical experience.
- The mentor will be provided direction to the OSU website e-preceptor link to make an informed decision regarding agreement to the terms of the role.
- The mentor will complete the preceptor-mentor agreement form, data form, and provide a CV.
- The student will provide the mentor and the faculty advisor with their finalized plan for activities during this clinical experience no later than the first week of the term. The plan should address activities for achieving each of the clinical objectives for the course along with specific outcomes to be delivered at the completion of the clinical.
- On completion of the agreed upon clinical hours, the mentor is to evaluate the student anonymously at the end of every semester using a web-enabled evaluation hosted in the OSU CON.
- Students also evaluate their preceptors anonymously at the end of every semester using a web-enabled evaluation hosted in the OSU CON.
- Data from our preceptors and students are used to identify opportunities for improvement.

Summary of Requirements

The curriculum requires a minimum of 50 credits post-master's degree or 80 credits for the post-BSN to DNP. The Doctor of Nursing Practice Degree requires a minimum of 1,000 hours of post-baccalaureate supervised academic practice experience. The post-master's student completes 500 supervised academic practice hours in the program, whereas the post-BSN to DNP completes a minimum of 1000 total hours of academic practice hours while in the program. The post-BSN to DNP practice hours include specialty courses and provide the student with a minimum of 1000 hours of post-baccalaureate academic practice experience. Of these total hours 410 occur during the Immersion semesters (NP 8898 I & II). Additional clinical time (90 hours) is to be completed based on clinical requirements for the courses NP 8400, NP 8500, and NP 8480. Completion of these series of nursing practicum courses will provide the student with a minimum of 1000 hours of post-baccalaureate academic practice experience.

Semester	Face-to-face clinical hours (with you)	Additional Clinical Hours	Total Clinical Hours
Autumn	NP 8898 205	NP 8400 30	
Spring	NP 8898 205	NP 8500 30	
Summer		NP 8480 30	
Total	410	90	500

Examples of additional clinical opportunities may include: reviewing literature, reviewing clinical reports, attending meetings, interacting with others (e.g., CEO, CFO), key informant interviews, reviewing/analyzing data, and writing grants/reports.

Grading

Clinical/field experiences are graded satisfactory or unsatisfactory (S/U); the course faculty consults with the student's advisor and preceptor-mentor before making the grade assignment.

Preceptor-Mentor Qualifications:

The qualifications of the preceptors include the following established criteria:

1. **Advanced Practice Nurses** (Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, Certified Nurse Anesthetist):
 - Current unencumbered registered nurse license (if a nurse).
 - Masters or doctoral degree in nursing or another related field.
 - Currently recognized as an advanced practice registered nurse (if a nurse).
 - Practices in an advanced practice role for at least one year.
 - Certification: Board Certified in appropriate area of role and population.
 - Practices in a setting that provides experiences contributing to the development of advanced practice skills.
 - Expertise in his or her current position in the organization.
 - An interest in precepting a DNP student.
2. **Management/Administration Preceptors** (Nurses or non-nurses (e.g. CEO, COO, Vice President, Administrator) in another health related field (e.g. healthcare management,
 - Current unencumbered registered nurse license (if a nurse)
 - Masters or doctoral degree in nursing or another related field.
 - Practices in a setting that provides experiences contributing to the development of management/ administrative/leadership competencies and skills.
 - 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 DNP student.
3. **Physicians:**
 - Doctor of Medicine or Osteopathy from an accredited university.
 - Currently licensed by the Board of Medical Examiners and actively practicing medicine.
 - Practices in a setting that provides experiences contributing to the development of

advance practice skills and the assisting in achieving the advance practicum course outcomes.

4. **Additional criteria:**

- Accessible and available for the student.
- Agrees to objectively assess, critique and validate the student's competencies.
- Able to establish a trusting, confident relationship with student and views students as a professional colleague.
- Agrees to contact faculty/advisor if problems, issues or concerns arise.
- Organized, dependable and a problem-solver.
- Willing to share experiences and professional values, beliefs and skills with student.
- Commitment to the roles and concept of the Doctor of Nursing Practice.

Responsibilities of the Preceptor

The preceptor should...

- arrange a schedule with the student for completing the necessary hours.
- keep copies of the student's project report or special topics as assigned by the preceptor.
- 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.
- attend the student's oral presentation at the end of the semester, if your schedule permits.
- discuss learning needs with student and faculty advisor related to course objectives.
- review DNP student handbook and complete the Preceptor Mentor Contract and Data Sheet.
- provide a CV to the student to be kept on file in the Graduate Program office.
- facilitate access to site(s).
- provide resources and contacts for student to accomplish planned activities.
- provide direction for student consistent with learning objectives.
- assist student in professional development, with opportunities to explore the doctoral level nursing role.
- provide feedback to faculty regarding student performance and experiences.
- complete an evaluation of the student at the end of the term.
- ***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.*

Role of the Preceptor at the Student's Oral Presentation

Attendance

You are invited and encouraged to attend the DNP student's final project oral presentation at the end of the Immersion II semester. Due to busy obligations, the College of Nursing understands if you are unable to attend.

Prior Preparation

No preparation on your part is necessary. You will be introduced to the audience and encouraged to ask the student questions about the experience.

Parking

The cost of parking will be covered by the College of Nursing. Let the course clinical faculty know that you will be attending and you will be given a free garage-parking pass.

(You may allow the Student to present to agency staff. It might be a good idea for the student to share his or her presentation with you and/or your agency before the actual presentation to the class. This will give others in the agency an idea of what the student has accomplished.)

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 faculty advisor or the DNP program Director Dr. Joyce Zurmehly as soon as possible to discuss the issues.

Responsibilities of the Student

- The student is responsible for initially contacting you and clearly identifying needs, planned activities, and outcomes.
- Distributing an approved written plan to faculty advisor and clinical mentor for approval by the end of the first week of the term.
- Providing guidance for the completion of the preceptor e-data form(s) required by the College of Nursing and obtaining a current copy of the preceptor-mentor's curriculum vitae or resume. Each preceptor data form and curriculum vitae should be entered into the online immersion plan.
- Seek assistance as needed to complete planned activities and deliver planned outcomes.
- 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 Course Faculty, and/or Faculty Advisor

- Assist student with identification of learning goals and objectives for the clinical experience.
- Approve planned activities, in conjunction with the clinical mentor, consistent with the course objectives.
- Monitor student progress in achieving course objectives and provide feedback, as required, to the student and mentor.
- Assist the student in selecting sites for immersion placements along with the student's advisor.
- Is responsive to your needs and the needs of the student during the placement.
- 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.

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., WUS/LSU Preceptor Training., OSU School of Nursing)