



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 Nursing and Health Systems Management track, 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 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 614-292-4578, smith.5764@osu.edu

Respectfully yours,

Laureen H. Smith, PhD, RN
Associate Professor
Specialty Program Director,
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Overview of the Nursing and Health Systems Management (NHSM) Track Nursing Administration Sub-Specialty

The *ACCN Essentials of Master's Education for Advanced Nursing Practice* (2011) and AACN/AONE Joint Position Statement on Nursing Administration Education 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

Courses common to both sub-specialties (10 credits each. Class meets for 3 hrs./wk.)

Nursing 7258.01, Foundational Knowledge for Nursing and Health Systems Management
Nursing 7258.02, Skills for Nursing and Health Systems Management

Courses required based on each subspecialty:

Public Health Nursing sub-specialty

Public Health Epidemiology 6410, Principles of Epidemiology
Nursing 7241, Current Issues in Public Health Nursing
Nursing 7450, Pathophysiology of Altered Health States

Nursing Administration sub-specialty

PubHHMP 7680: Operations Management for Health Service Organizations
Concepts and techniques for managing operations in health service organizations, emphasis on management perspective and decision-making.
Management of Human Resources, select one of three possible courses
Employment Law, select one of two possible courses

Nursing and Health Systems Management Course Objectives and Clinical Requirements

N7258.01 Foundational Knowledge for Nursing and Health Systems Management

Course Objectives: The student will:

1. Examine theoretical foundations for nursing and health systems management for practice.
2. Examine the range of effective leadership and management styles from daily operations to crises.
3. Develop and articulate a vision of professional practice.
4. Contrast various models of nursing practice across the continuum of care.
5. Analyze the essential processes needed in a functional organization, including the crisis management plan.
6. Analyze the strategic planning process.
7. Apply a systematic approach to the assessment of aggregates using both qualitative and quantitative methods.
8. Integrate advanced nursing management roles within a professional practice framework.
9. Demonstrate culturally sensitive nursing leadership and management skills in the clinical setting.

Clinical/Field Experience Objectives: Field experiences will require the student to apply in-class content to their clinical/field site. During this first course in the 2-course clinical series, the student will:

- Analyze components of organizational structure of the clinical site, including but not limited to mission statement, philosophy, strategic plan, and organizational chart.
- Analyze how the various structural components are operationalized within the organization/unit.
- Describe the client populations served by the organization/unit.
- Describe data types, sources, and linkages (including software programs and other resources) used by the organization/unit for evaluation and planning.
- Evaluate various approaches used for gathering, analyzing, applying, and disseminating data within and outside the organization/unit.
- Analyze the organization/unit strategic processes.
- Analyze the top priority problems with respect to feasibility for change.
- Actively participates in clinical discussion during class by reporting on own experiences and discussing with instructors and peers.

N7258.02 Skills for Nursing and Health Systems Management

Course Objectives: The student will:

1. Integrate fiscal planning and management principles into the advanced nurse management role.
2. Appraise outcome measures across the continuum of care with particular attention to risk adjustment and health disparities.
3. Analyze management information related to the evaluation of program quality, safety, and outcomes.
4. Apply strategic management principles and skills in the development and evaluation of health care programs.
5. Evaluate organizational human resource management processes.
6. Critique ethical and legal issues specific to the advanced nurse management role.
7. Demonstrate culturally sensitive leadership and management skills in the clinical setting.

Clinical/Field Experience Objectives: Field experiences will require the student to apply in-class content to their clinical/field site. During this second course in the 2-course clinical series, the student will:

- Assess outcome management programs within the agency
- Analyze the political and cultural dimensions of proposed changes in the agency
- Develop a program proposal/business plan in conjunction with agency/unit staff. This should include an analysis of the possible funding streams, the costs for the program/project, and outcomes to be used for benchmarking performance.
- Analyze the Human Resource (HR) area, including:
 - Functions and skills of the HR staff
 - Staffing levels and mix for the agency/unit
 - Organizational policies/methods for hiring, firing, staff monitoring & evaluation
 - Legal regulatory issues faced by the organization in terms of human relations & clinical practice
- Assess scheduling process, evaluate human resource needs, and other HR functions.
- Analyze interviews, personnel reviews (as possible), peer reviews, and committee meetings.
- Complete a program evaluation (including cost analysis)

Orientation for the NHSM 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 (N7258.01 & N7258.02) before the start of the semester. These will ensure the student develops new skills and gains technical and managerial competence.

Summary of Requirements

The NHSM Specialty Track requires that a student complete 500 clinical hours in the program, 250 hours per semester. At least 8.5 hours of face-to-face contact with you is required each week of each semester (total of 120 hours per semester). Additional clinical time (130 hours) is to be completed based on clinical requirements for the courses.

Semester	Face-to-face clinical hours (with you)	Additional Clinical Hours	Total Clinical Hours
Autumn	120	130	250
Spring	120	130	250
Total	240	260	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 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 (N7258.01 & N7258.02).
- 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.
- ***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 student's oral presentation at the end of the 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 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".

(Adapted from the OSU School of Public Health Preceptor Guidebook by Sue Bishop)

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 (Adapted from the OSU School of Public Health Preceptor Guidebook):

- 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.