



College of Nursing

Newton Hall
1585 Neil Ave

Columbus, OH 43215

Phone (614) 292-8900

Fax (614) 292-4535

E-mail nursing@osu.edu

Dear Ohio State University Nursing Preceptors,

The faculty of The Ohio State University College of Nursing, Adult and Gerontology Primary Care Nurse Practitioner (NP) and Clinical Nurse Specialists (CNS) tracks wish to extend our appreciation for your service as a preceptor. Your involvement is an investment in advanced practice nursing and in Ohio State University, College of Nursing.

The Adult and Gerontology Primary Care NP and CNS tracks have grown a great deal. We have approximately thirty-two (32) NP students and twelve (12) CNS students each year in our practicum classes (7228.01, 7378, 7228.02). The programs are very competitive in that we can only accept less than half of our applicants. The students you are precepting are exceptional and hard working. I hope that your experience as a preceptor is a rewarding, professional and productive aspect of your practice.

Dr. Mary Alice Momeyer will be the course head for 7228. I am the Director of the Adult and Gerontology Primary Care NP and CNS tracks. Dr. Brenda Vermilion is the coordinator of the CNS track. Mr. Matt Stone is one of the clinical faculty in the 7228 class. All of us are here to facilitate your experience as a preceptor.

Thank you for your time, expertise and dedication to The Ohio State University, College of Nursing.

Sincerely,

Janine

Janine Overcash, PhD, GNP-BC, FAANP
Director of the Adult/ Geriatric Nurse Practitioner Program
Director of the Clinical Nurse Specialist Program
Clinical Associate Professor
The Ohio State University
College of Nursing
Newton Hall Room 340
1585 Neil Avenue
Columbus, Ohio 43210
(614) 247-2365 office
(813) 727-7277 cell



**The Ohio State University
College of Nursing**

**Overview of ADULT GERONTOLOGY CLINICAL NURSE SPECIALIST
CURRICULUM**

The Master of Science specialty for Adult Gerontology Clinical Nurse Specialist (CNS) prepares graduates to practice as an expert practitioner in a specialized area of nursing with expanded authority and autonomy. The CNS focuses on improving patient care and nursing practice and serves in a multitude of roles. CNSs can provide highly specialized, expert nursing care, serve as the clinical specialty expert for a particular unit or service line, or serve in other roles such as clinical coordination, case management, staff and patient education, or hold staff roles in nursing research. Graduates in this specialty can be certified as a CNS in Adult Health by the *American Nurses Credentialing Center (ANCC)*.

Core Courses

Nursing 7403 Innovation Leadership in Advanced Nursing Practice (4)

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

Nursing 7483 Quality Improvement and Informatics (3)

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)

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)

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.

Nursing 7780 Evidence Based Nursing Scholarship (3)

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.

Other Required Courses

Nursing 7410	Advanced Health Assessment (3)
Nursing 7450	Pathophysiology of Altered Health States (5)
Nursing 7470	Advanced Pharmacology in Nursing (4)

Nursing 7228.01 Advanced Practice Adult Nursing Clinical Practicum I (10)

Application of advanced practice nursing theories, research findings, skills and interventions, including pharmacological management to the care of adults, focusing on health promotion needs and the most commonly seen diagnoses in primary care.

Prereq: 7410 and 7470(14 week semester, 3 hour didactic, 21 hr/week clinical)

Nursing 7378.02 Adult Clinical Nurse Specialist Clinical Practicum (10)

Application of advanced practice nursing theories, research findings, skills and interventions, including pharmacological management to the care of adults, focusing on health promotion needs and the most commonly seen diagnoses in primary care.

Prereq: 7410, 7470, and 7228.01.

Orientation for the Preceptor

The Clinical Placement Process

The student will implement and evaluate advanced practice nursing interventions with individuals and their families in the area of primary care and in a geriatric setting (including older adults living in independent living, assisted, and skilled nursing). The student will show evidence of developing the advanced practice nurse role and will use research-based interventions to guide practice.

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/field placement experiences is for the preceptor and the student, with course faculty consultation, to review the clinical placement requirements, identify tasks and projects (N7258.01 & N7258.02) prior to the start of the semester. These will assist the student in developing new skills and in gaining advanced practice nursing knowledge base.

Summary of Requirements

The Adult Gerontology Primary Care Nurse Practitioner track requires that a student complete a total of 500 clinical hours in the program. (total of 250 hours per semester)

Grading

Clinical experiences are evaluated with the **Clinical Performance Evaluation**. The course faculty review the clinical evaluation before making the final grade assignment. Clinical performance will be judged satisfactory or unsatisfactory (S/U). Satisfactory performance in clinical practice is required to pass the course.

The Clinical Performance Evaluation needs to be completed and signed by both the student and preceptor. The student will submit the evaluation to the clinical instructor. If the student's level of clinical performance is consistently in the 0-2 range, clinical

performance will be considered “unsatisfactory”. When the student’s performance is consistently at a level of 3, the clinical instructor and preceptor will initiate a process for remediation.

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. Physicians are also qualified to precept.
- 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 Janine Overcash, (813) 727-7277.

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 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 lead professor or 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.