

Master of Science in Nursing Program

PRECEPTOR ORIENTATION PACKET

**Nursing Department
Angelo State University**

August 2009

Introduction

A clinical preceptorship is a supervised clinical experience that allows students to apply knowledge gained in the didactic portion of a program to patient care management situations in the clinical setting. Practice in the clinical setting provides Angelo State University Nursing students with the opportunity to observe and actively participate in the delivery of health care, incorporating advanced practice nursing concepts. Preceptors actively practicing in the clinical setting are uniquely qualified to facilitate the development of students in this advanced practice role.

Because each student enters the clinical preceptorship with a varied amount of past experience and technical competence, providing clinical learning opportunities that support the student's individual learning needs may be challenging. Therefore, the purpose of the Preceptor Orientation Packet is to provide preceptors with helpful information and effective teaching strategies to optimize learning for students.

Definitions and Responsibilities

The Advanced Practice Registered Nurse program at Angelo State University prepares nurses for advanced practice in one of two ways: Master of Science in Nursing (MSN) degree or a Post-Masters Certificate for nurses who already have an MSN but require additional coursework to be eligible for licensing in advanced practice. This program provides the students with additional skills in advanced assessment, health promotion, pharmacological therapeutics, and diagnosis and management of acute and chronic medical-surgical health problems. On-line classroom study is combined with community-based clinical experiences that include several semesters requiring clinical preceptorships. The MSN program is accredited by the National League for Nursing and is approved as an Advanced Practice Nursing program by the Board of Nurse Examiners for the State of Texas.

The Advanced Practice Registered Nurse (APRN) focuses on a specific clinical area in which to develop clinical expertise. The APRN is an expert practitioner for a select clinical population of patients, and integrates health maintenance, disease prevention, and management of acute, recurrent and episodic illness across the care continuum. As a clinical expert in a specified area, the APRN may engage in sub-roles such as: educator, collaborator, researcher, change agent and/or advanced case manager to assure quality care for a population of patients. The APRN may utilize clinical expertise and practice in medical-surgical and critical care units in hospitals, ambulatory settings, medical office settings, or acute and chronic care facilities in collaboration with physicians and other health professionals. In collaboration with physicians, identification and treatment of urgent and complex problems and the recognition of the need for medical referral or consultation are important components of the APN role.

Dear Preceptor:

Thank you so much for agreeing to precept a student in the Angelo State University Master's degree program. Your expert guidance in providing students the opportunity to apply their clinical skills and knowledge is critical to preparing them for the advanced practice role. As a busy professional with numerous demands and responsibilities, your commitment to this process demonstrates personal dedication to the continuing quality development of the nursing profession. The student will gain confidence and validation as you provide teaching, coaching, and role modeling opportunities. It is difficult to imagine successfully preparing these individuals without the collaboration of our colleagues in the community!

Please review the mission statement, philosophy, program goals and objectives of the MSN program at Angelo State University enclosed in this packet. The student should also supply you with a copy of the course syllabus communicating course and clinical objectives. In addition, the student is required to formulate two or three personal objectives, subject to approval of the faculty member and the preceptor. You and the student should review and refine these objectives which are specific to the student's goals for the experience and the opportunities available in your practice. Review the objectives occasionally for those accomplished and not yet attained. Copies of the Student Clinical Evaluation forms to be filled out by you for each semester are also provided. Please complete the following forms (included in this packet) before the student begins the experience:

- Preceptor Biographical Data Sheet indicating professional preparation and licensure is required for all preceptors. (Many preceptors submit a current curriculum vitae to satisfy this requirement).
- Preceptor Agreement acknowledging your willingness to serve as a preceptor for the specified student.

The Angelo State University graduate nursing faculty values your service as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying. Please feel free to call me or the course instructor if you have any questions or concerns. Thank you for your service on behalf of continuing excellence in the clinical education of professional nurses.

Sincerely,

Molly Walker PhD, RN, CNS, CNE
Associate Professor and Graduate Advisor
Angelo State University
Department of Nursing

Preceptor Selection Criteria

A qualified preceptor must supervise the clinical experience. Angelo State University follows the Advanced Practitioner Regulation Subsection 219.10 (Board of Nurse Examiners for the State of Texas, September 13, 2001; effective January 8, 2008 Texas Regulation 184) by requiring the following qualifications:

1. Nurses: Master's Degree in Nursing from an accredited university.

 Current RN license in the state where student will engage in clinical experiences.

 Authorized to practice as advanced practice nurse in the state in which they practice. *

 Currently licensed health care professionals who provide supervision and teaching in clinical settings appropriate for advanced practice nursing. *
2. Physicians: Doctor of Medicine or Osteopathy from an accredited university.

 Currently licensed and practicing.
3. Area of practice must be relevant to the educational clinical practice component.
4. Able to provide adequate supervision, teaching, and evaluation of students for the achievement of clinical course objectives and learning needs.
5. Able to facilitate active participation of students in the delivery of health care.
6. Commitment to the concept of advanced practice nursing.
7. Familiar with written clinical objectives specific to preceptor experience.

*Required for APRN students

Responsibilities Within the Preceptorship

Preceptor Responsibilities

The preceptor will provide a setting in which the student may see patients and gain experience in clinical practice.

I. Orientation

- A. The student should arrange to meet with the preceptor for orientation prior to the actual clinical experience.
- B. During initial orientation to the clinical setting, the preceptor should:
 - 1. Communicate general guidelines to be used for preceptor/student interactions and for review and feedback of student performance.
 - 2. Review advanced practice procedural and management protocols specific to the setting.
 - 3. Review expectations for documentation- the preceptor should co-sign all records and orders written by the APN student.
 - 4. Discuss overall plan for progression of student assignments in regard to number and complexity of patients.
 - 5. Review student's previous learning experiences and clinical objectives to be accomplished.
 - 6. Encourage student to identify strengths and areas for continued professional growth.
 - 7. Perform initial assessment of student's current level of proficiency through observation of physical assessment skills, and through directed, guided questioning.
 - 8. Involve student in assessment/validation/decisions about learning strategies to be employed.
 - 9. Review clinical site educational and licensure documentation, parking, dress code, etc.
 - 10. Negotiate a clinical schedule with the student. If the student will be absent on a scheduled clinical day, the student is responsible for notifying the preceptor prior to the designated time.
 - 11. Review other clinical site specific operational issues involved in the performance of advanced practice role responsibilities.

II. Clinical Supervision and Teaching

- A. Assess the competence of the student in providing care.
- B. Ensure that care provided by the student is consistent with standards set forth in clinical site policies, procedures, and advanced practice protocols.
- C. Direct the progression of student assignments in regard to complexity of care.
- D. Directly supervise the student in the performance of advanced practice role responsibilities. The student will require direct supervision until such time that the preceptor and the student deem it no longer necessary. The Preceptor will sign the student's clinical hours tracking log each day the student is present in his/her clinical site.

- E. Review the student's record documentation and make constructive suggestions for improvement. Students will sign all notations with their first name, last name, title, and school.
- F. Take time with the student to discuss specific written learning objectives and experiences. These discussions should review:
 - 1. The student's care management and documentation.
 - 2. Advanced practice skills attempted and completed.
 - 3. The student's comprehension of physiology as it relates to care.
 - 4. Intervention strategies, including rationale for treatment decisions.
 - 5. The student's ability to communicate and collaborate effectively with preceptors, families, staff, and other health care professionals.
 - 6. Professional issues related to advanced practice role implementation.
 - 7. Plans for future learning experiences based on an assessment of the student's strengths and areas for continued professional growth.

III. Evaluation of Student Performance

- A. Assess student progress through a formal, written evaluation at the completion of the clinical experience.
- B. Assess daily progress through review of clinical log entries.
- C. Inform the designated MSN faculty of concerns related to unsafe clinical practice by the student or if the student is identified as having difficulties in meeting the requirements of the preceptorship experience.

Student Responsibilities

The students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in the advanced practice nursing role. The student should:

- 1. Provide the preceptor with the Preceptor Handbook and complete all preceptor agreements prior to the initiation of the clinical experience.
- 2. Discuss specific clinical objectives and negotiate a clinical schedule with the preceptor prior to the actual clinical experience.
- 3. Provide the clinical site with the necessary licensure, liability insurance, and educational information as requested. Submit a completed student profile to the preceptor and to faculty on or before the first clinical day.
- 4. Perform the advanced practice role under the supervision of the preceptor recognizing the limitations of educational preparation and complying with professional standards, clinical site policies, and advanced practice protocols.
- 5. Demonstrate professional role behaviors of an advanced practice nurse.
- 6. Demonstrate accountability for thoroughness and timeliness in completing

assigned role responsibilities.

7. Maintain a clinical log according to course requirements and submit it to the faculty at designated intervals. Clinical hours will be tracked to include the preceptor's signature each day the student is in the clinical site.
8. Demonstrate progressive independence and competency in the advanced practice role in accordance with his/her academic progression. Arrive at the clinical experience prepared to perform in accordance with assigned learning activities in accordance with course.
9. Actively seek input into the evaluation process and participate in self-evaluation of strengths and identified areas for professional growth with preceptor and designated faculty.
10. Contact faculty by telephone, pager or email if faculty assistance is necessary.
11. Respect the confidential nature of all information obtained during the clinical experience.
12. Complete clinical preceptor evaluation at the end of the clinical experience.

Designated Faculty Responsibilities

Faculty identify clinical learning objectives specific to the program, course, and learning needs of the students. They facilitate student achievement of these objectives through provision of didactic instruction, identification of appropriate clinical facilities and preceptors, observation and evaluation of students in the clinical setting, and establishment of close working relationships with preceptors.

The faculty should:

1. Identify and evaluate clinical sites for appropriateness of learning experiences.
2. Review the expectations for the students, the preceptor, and the faculty with the preceptor and pertinent personnel at the facility/agency.
3. Assure establishment of affiliation or preceptor agreements prior to initiation of clinical experience.
4. Review the policies of the agency to be followed by faculty and assigned students.
5. Act as counselor, consultant, and teacher. Responsible for providing immediate consultation and/or support of the preceptor when needs or problems are reported.
6. Serve as role model to demonstrate effective communication, leadership and

- clinical expertise.
7. Seek preceptor input regarding student's clinical performance and other clinical related activities.
 8. Maintain communication with the preceptor/facility/agency and make clinical site visits as needed.
 9. Encourage student to verbalize and demonstrate the use of theoretical frameworks and the application of relevant research for care and decision making.
 10. Document the student's progress using clinical objectives for the specific semester, and assign a pass/fail grade by the completion of the clinical experience.

The Preceptor Role in Preparing Advanced Practice Nurses

A clinical preceptor is an experienced clinical nurse specialist, nurse practitioner, or a physician. The preceptor guides the student into the real world of advanced practice nursing and allows the student to learn new skills, gain confidence and validation. As a preceptor you will teach, coach and role model. It is hard to imagine how students could successfully prepare for roles in advanced practice without the guidance of preceptors. The faculty values your services as a preceptor and welcomes your recommendations for making the preceptor role more effective and satisfying.

Issues in Precepting

Some issues may arise when precepting and may recur in different forms with different students in different practice situations. When you face such issues please feel free to consult with the faculty member for advice about some of the approaches that have proven effective in the past.

Time management may become a problem when adding precepting responsibilities in a busy practice. Maximizing the time with realistic expectations requires planning with the student, realistic expectations, and continuing assessment of the experience and progress.

Patient's acceptance of the student provider may occasionally be an issue. Express and affirm your confidence in the student's competence, but respect the patient's wishes. Some patients are very receptive to students and feel even better attended when "double teamed" by a student with expert practitioner supervision.

Planning

The student will come to you with objectives to accomplish and will collaborate with you to formulate additional objectives. These objectives form the basis of your precepting plan. Objectives specify at what level the student will perform at the conclusion of the learning experience. Broad, general objectives are sometimes referred to as goals.

Review the course objective with the student. Course objectives are usually broad in scope. Assure that you and the student share a mutual understanding of the expectations for accomplishing the objectives for the practicum. Objectives are constructed in such a way that student performance may be measured and judged against objectives. The box below (figure 1) contains some sample clinical objectives.

In addition to the clinical course objectives the student is required to formulate a few personal objectives, subject to approval of the faculty member and preceptor. You and the student will refine these objectives which are specific to the student's goals for the experience and the opportunities available in your practice. Guide the student toward objectives that are realistic given the timeframe of the experience, the opportunities available and the resources required. Consider the student's priorities and your own priorities for the student's learning. As the student accomplishes some goals, others may emerge. As the student learns more about the opportunities in your practice setting, new goals may take shape. The box (figure 2) contains some examples of objectives established by a preceptor and student together as additional objectives for the practicum.

These objectives are additional to objectives established by the faculty and reflect interests of the student and opportunities available in the practice setting.

Figure 1

Sample Clinical Objectives

1. Demonstrate advanced cardiovascular assessment.
2. Manage patients with selected cardiovascular health problems in a variety of settings.
3. Provide individualized risk factor reduction for special populations in a variety of settings.
4. Assess and manage common acute problems in primary care.
5. Interpret subjective and objective data to arrive at a correct diagnosis.
6. Formulate an individualized management plan drawing on knowledge from nursing, medicine, pharmacology and other sciences.

Figure 2

Sample of Student's Personal Objectives

1. Perform three exercise stress tests with cardiac patients.
2. Perform a fundoscopic exam on hypertensive patients.
3. Interpret 12-lead ECGs.

In addition, the student will be identifying daily objectives to help direct experiences. These daily objectives help to achieve the long-term course and personal objectives stated in the preceding two boxes. A given student may enter the experience with competence in some of the components of long-term objectives. Additional short-term (daily) objectives can include orientation to your practice setting: the physical environment, safety procedures, co-workers, and work policies and practices.

Figure 3

Sample Short-term (Daily) Objectives

1. Performs cardiac auscultation as appropriate, efficiently with correct technique.
2. Obtains a social history in a manner that helps the patient feel comfortable and encourages frank disclosure.
3. Perform a pelvic examination in an organized fashion with correct technique.

Periodically review objectives accomplished and not yet attained with the student. Because practicum time is limited, the student needs to spend that time practicing skills and using resources that he or she can practice and use *only* in the practice setting. Activities that meet this criterion include: reviewing patient records; comparing one patient with another on any relevant criteria; interacting with patients, and interacting with various agency personnel. Activities that do not meet this criterion include: reading journal articles; writing student journal entries or other course requirements, and reviewing manuals or reference materials which could be reviewed outside of the practice setting. Try to think in advance of appropriate activities that the student can pursue independently. The student should have a planned focus for each day, although unforeseen opportunities will arise and serendipitous learning will occur. Try to take a few minutes to reflect at the end of each day's experience asking the student to identify:

- What he or she learned today
- What he or she plans to learn during the next scheduled day's experience

Whenever possible, plan to give the student feedback at the conclusion of each day's experience. Precepting requires additional time- time to plan with the student, time to "think-out-loud" with the student, time to formulate and ask questions, time to observe student performance and coach, and time to empower the student to perform skills that you could do yourself more rapidly. We again, appreciate your willingness to take the extra time to so this.

Role Modeling

Students will learn from your role modeling whether or not you purposefully present yourself as a role model. Two of the most significant aspects of learning accomplished through role modeling are critical thinking and professional role behavior in interaction with patients, interdisciplinary colleagues and others. The approach that you model with your patients profoundly effects the student's approach.

Clinical Failure

Students deemed unsafe or incompetent will fail the clinical course. Behaviors constituting clinical failure can include the following:

- Demonstrates unsafe performance and makes questionable decisions
- Lacks insight and understanding of own behaviors and behaviors of others
- Needs continuous specific and detailed supervision
- Has difficulty adapting to new ideas and roles

- Fails to submit required written clinical exercises/assignments
- Falsifies clinical hours
- Violates student confidentiality agreement

The One-Minute Preceptor (Neher, Gordon, Meyer and Stevens, 1992)

The One-Minute Preceptor summarizes five user-friendly techniques that you can put to use in a busy clinic setting.

Microskill 1: Get a Commitment

Situation: After presenting a case to you, the student stops to wait for your response or asks you what to do.

Preceptor: Ask the student what he or she thinks about the issue. The student's response will allow you to assess the student's knowledge and focus more precisely on learning needs.

Sample questions:

- "What do you think is going on with this patient?"
- "What would you like to accomplish in this visit?"
- "Why do you think the patient has been non-compliant?"

Microskill 2: Probe for Supporting Evidence

Situation: The student has committed to a position on the issue presented and looks to you to confirm or correct.

Preceptor: Before giving an opinion, ask the student what evidence supports his or her opinion. Alternatively, ask what other alternatives were considered and how they were rejected in favor of the student's choice.

Sample questions:

- "What were the major findings that led to your conclusion?"
- "What else did you consider?" "How did you reject that choice?"
- "What are the key features of his case?"

Microskill 3: Teach General Rules

Situation: You have ascertained that there is something about the case which the student needs or wants to know.

Preceptor: Provide general rules at the level of the student's understanding. A generalizable teaching point can be phrased as, "When this happens, do this. . . ." General rules are more memorable and transferable than specific facts.

Example:

- "If the patient has only cellulites, incision and drainage is not possible. You have to wait until the area becomes fluctuant to drain it."
- "Patients with UTI usually experience pain with urination, increased frequency and urgency, and they may have hematuria. The urinalysis should show bacteria and WBCs, and may also have some RBCs."

Microskill 4: Tell Them What They Did Right

Situation: The student has handled a situation effectively.

Preceptor: At the *first opportunity*, comment on the specific good work AND the effect that it had. As Belasco (1989) wrote, “What gets measured gets produced; what gets rewarded gets produced again.”

Example:

- “You didn’t jump into working up her complaint of abdominal pain, but kept open until the patient revealed her real agenda. In the long run, you saved yourself and the patient a lot of time and unnecessary expense by getting to the heart of her concerns first.”
- “Obviously you considered the patient’s finances in your selection of a drug. Your sensitivity to this will certainly contribute to improving his compliance.”
- “Why do you think the patient has been non-compliant?”

Microskill 5: Correct Mistakes

Situation: The student has made mistakes, omissions, or demonstrated distortions or misunderstandings.

Preceptor: As soon as possible after the mistake, find an appropriate time and place to discuss what was wrong and how to correct the error or avoid it in the future. Let the student critique his or her performance first. The student is likely to repeat mistakes that go uncorrected.

Example:

- “You may be right that this patient’s symptoms are probably due to a viral upper respiratory infection. But you can’t be sure it isn’t otitis media unless you’ve examined the ears.”
- “I agree that the patient is probably drug-seeking, but we still need to do a careful history and physical examination.”

Neher, J.O., Gordon, K.C., Meyer, B., & Stevens, N. (1992). A five-step “microskills” model of clinical teaching. *Journal of the American Board of Family Practice*, 5, 419-424.

MISSION STATEMENT

The Department of Nursing supports the Mission of Angelo State University by offering undergraduate and graduate programs that prepare competent professionals to meet the nursing care needs of a culturally diverse society. Within a dynamic health care environment, these programs facilitate nursing competency through scholarship, research, evidenced-based practice, leadership, and service. Recognizing the individual diversity of learners, the department is committed to excellence in nursing education by providing a supportive and caring environment in order to facilitate personal and professional growth, educational mobility, and life-long learning.

PHILOSOPHY

We, the faculty of the Department of Nursing at Angelo State University, hold true the following beliefs and values as a guide for preparing competent professional nurses to meet the nursing care needs of a culturally diverse society. These beliefs and values are the framework for all faculty activities, including teaching, scholarship, research, practice, leadership and service.

Nursing, as an academic discipline, requires synthesis of knowledge, critical thinking, problem solving, decision-making, individual accountability, technical proficiency and leadership. The art of nursing is the application of this knowledge in caring, culturally sensitive, collaborative and therapeutic partnerships to promote, maintain, or restore health, or achieve a peaceful death. Integration of the art and science of nursing is manifested in the major roles of the nurse. These roles of the nurse are to provide and coordinate evidence-based health care services for individuals, families, groups, communities, or populations in a variety of settings, and to participate as a member of the profession.

The faculty respects recipients of health care as unique beings with biophysical, psychological, and sociocultural needs. Each recipient of health care (individual, family, group, community, or population) has the right and responsibility to participate in making decisions and choices that govern responses to meet these needs.

As health professionals, we believe that health and illness are human experiences existing on a continuum and that they are both contextually and culturally defined. Each individual has a perception of his/her own optimal health. Lifestyle choices, cultural influences, access to health care, and adaptation to internal and external environmental (physical, biological, psychological, social, technical and cultural) stressors influence health.

The faculty believes the health care needs of the community are best served by multiple levels of nursing practice with the purpose of nursing education being to produce competent, safe practitioners at the basic (AASN), general (BSN), and advanced (MSN) levels. Each level of nursing education builds and expands on prior knowledge and

competency through programs of study that incorporate the humanities, physical and social sciences as well as nursing theory and traditions.

As nurse educators, the faculty believes the focus of associate degree nursing is directed primarily toward care of the individual (within the context of family) across the life span in various health care settings. As provider of care, the associate degree nurse uses the nursing process, scientific rationale, and current literature to assess, provide, monitor, and evaluate direct patient care with technical proficiency. As coordinator of care, the associate degree nurse functions as a member of an interdisciplinary team. Emphasis is on meeting the needs of recipients of health care requiring assistance to maintain or restore optimum health or to achieve a peaceful death. As a member of the profession, the associate degree nurse assumes responsibility and accountability for practice within legal and ethical parameters. Associate education provides a foundation for baccalaureate study.

We believe the focus of baccalaureate nursing expands to include health promotion with families and individuals as well as communities in a variety of structured and unstructured settings. The baccalaureate nurse utilizes an evidence-based analytical approach to decision-making and problem solving incorporating principles of leadership, collaboration, research, theory and professional practice to provide the highest quality of direct and indirect nursing care. As coordinator of care, the baccalaureate nurse utilizes expanded skills in communication, negotiation, and collaboration in order to assume leadership in an interdisciplinary team. As a member of the profession, the baccalaureate nurse utilizes political and organizational processes to advance professional nursing standards. Baccalaureate education prepares graduates to advance to an area of specialized nursing practice.

The Master of Science in Nursing is built upon the foundation of undergraduate nursing educational elements and provides graduate students with a choice of two options of study, Advanced Practice Registered Nurse or Nurse Educator. We believe the overall goal of graduate study is to prepare a leader, manager, entrepreneur, and educator capable of assuming advanced roles in a variety of settings. As a member of the profession, the master's-prepared nurse gains knowledge by becoming a participant in the research process, utilizing research findings to enhance outcomes in his/her practice settings. The master's-prepared nurse has a thorough and comprehensive knowledge of the interactive social, political, and economic elements that combine to exert a profound influence on the formation and development of health policy. Course experiences assist students to develop as critical thinkers and ethical decision makers.

Faculty members further believe that a graduate student selecting the program option of Advanced Practice Registered Nurse is prepared to be an expert clinician and provider of evidenced-based care, advocate for the recipient of health care, and educator with a strong theoretical and research foundation in health promotion, restoration, disease prevention, and maintenance of function. Thus, the Advanced Practice Registered Nurse (APRN) is able to assess, diagnose, and plan treatment of common acute and chronic health deviations, and monitor response to therapeutic interventions. As a coordinator of

care and with the expertise in the roles of consultant, collaborator, and leader, the Advanced Practice Nurse develops a longitudinal perspective of recipients of health care (individual, family, group, community and population) across the wellness/illness continuum. Faculty members believe that the graduate student selecting the program option of Nurse Educator is prepared to assume a faculty role in schools of nursing, preparing students to function as providers of care, coordinators of care, and members of a profession.

We believe that learning is a life long process in which an individual moves from the familiar to the unfamiliar in an environment that initially provides structure and then allows for increasing flexibility and creativity. We further believe that learning is optimized in a caring, participatory, and supportive environment that includes respect for individual diversity, access to resources, and a variety of activities.

Finally, we believe faculty collegiality facilitates and promotes mentoring and pioneering activities in professional nursing. Faculty encourages and supports collaborative endeavors with students in a variety of scholarly activities within a wide range of health care contexts. Through example, facilitation, and scholarship, faculty members strive to model commitment to a lifetime of continuing personal and professional development.

Reviewed May 1999, 2000 Revised 2001, 2004, 2006, 2007

MSN PROGRAM GOALS

The primary goal of the Master of Science in Nursing degree program is to prepare graduates for living and working in a competitive global society, and specifically to assume responsible roles as members, and leaders, of multidisciplinary health care delivery teams. This is accomplished by:

1. Preparing a nurse capable of functioning as a beginning advanced practice nurse: assessing, diagnosing, and managing common acute and chronic health issues, or the promotion of health, for individuals, families, groups, and/or communities in a broad variety of settings.
2. Synthesizing advanced theories and concepts from nursing, the humanities and the social, behavioral, and biological sciences as a basis for advanced practice nursing and role development (expert clinician, educator, advocate, collaborator, consultant, and researcher) within a selected specialized area of nursing.
3. Providing students with a theoretical basis for making sound, ethical, culturally-sensitive decisions and mature judgments as advanced practitioners which depend upon an understanding of the social, scientific, literary, artistic, political, and philosophic traditions of many cultures.
4. Enhancing students' knowledge of healthcare organization, healthcare finance, and policy formation, providing a foundation for leadership in public and professional organizations striving to achieve optimal client outcomes.

5. Increasing students' knowledge, use, and development of technology, products, and devices that enhance client care.
6. Preparing students to lead multidisciplinary groups in designing and implementing innovative alternative solutions that address system problems, and/or client care issues across the wellness-illness continuum in a multicultural society.
7. Assisting students to reach maximum capability with respect to communication, critical thinking, analytical reasoning, cultural competence, and effective problem solving, leading to optimal personal and role development and useful, responsible citizenship.
8. Ensuring proficiency in the utilization of research including evaluation of research, problem identification in the practice setting, awareness of practice outcomes, and clinical applications of research.
9. Providing a foundation for doctoral study in nursing and preparing APRN graduates with the knowledge base to achieve advanced certification.

Revised 2006, 2007

MSN PROGRAM OUTCOMES

MSN Program Outcomes: Advanced Practice Registered Nurse Option

The graduate student enrolled in the Master of Science in Advanced Practice Registered Nurse Option will be:

I. Able to enact core competencies established by the National Association of Clinical Nurse Specialists and published in *Statement on Clinical Nurse Specialist Practice and Education, 2nd Edition* (2004), pp.25-26.

1. Use knowledge of differential illness diagnoses and treatments in comprehensive, holistic assessments of patients within the context of disease, diagnoses, and treatments. The outcome of differential diagnosis of illness is to explicate etiology(ies) that require nursing interventions to prevent or alleviate the illness;

2. Design, implement, and evaluate innovative individual and/or population-based programs of care to achieve desired quality, cost-effective nurse-sensitive outcomes;

3. Serve as leader/consultant/mentor/change agent in advancing the practice of nursing among other nurses and across organizations to achieve outcomes;

4. Advance nursing practice through innovative evidence-based interventions, best-practice guidelines, and modification of professional

standards and organizational policies that direct the care of nursing personnel and other providers of healthcare to improve outcomes;

5. Lead multidisciplinary groups to facilitate collaboration with other disciplines in the attainment of outcomes across the continuum of care;

6. Interpret the dimensions of nursing care requiring resources at the system level, and provide leadership to assure that the system adequately supports the delivery of nursing care;

7. Expand the practice of nursing through ongoing generation and acquisition of scientific knowledge and skills to maintain expert clinical competencies that leads to desired outcomes; and

8. Demonstrate professional citizenship and fiscal responsibility in the healthcare system by focusing on health policy and/or resource management to ensure quality, cost-effective outcomes of nursing care.

II. Eligible to sit for the American Nurses Credentialing Center (ANCC) Advanced Practice Registered Nurse (APRN) certification exam.

III. Eligible to apply for provisional recognition by the Board of Nurse Examiners for the State of Texas as an APRN and, upon successful completion of the certification exam, full recognition.

MSN Student Evaluation of Preceptor/Clinical Site

Student Name _____

Preceptor Name _____

Please rate the items listed:

Poor

Excellent

	1	2	3	4	5
Preceptor					
Clinical Competence					
Teaching Competence					
Knowledge of Role/Limitations					
Physical Facility					
Space					
Equipment					
Privacy					
Patients					
Number of patients seen per day					
Variety of age groups					
Mix of well, acute and chronic illness					
Time Constraints					
Adequate time per visit for student to provide the best possible care for patients					
Supervision					
Adequate time for preceptor to provide student with supervision and guidance					
Overall Rating					

The clinical experience with this preceptor is worth continuing for other students.
 True False

Comments _____

ANGELO STATE UNIVERSITY
Department of Nursing
Preceptor Biographical Data Sheet
FAX: (325) 942-2236

NAME _____ DATE _____

CREDENTIALS (e.g. MSN, RN, CNS, MD) _____

PROFESSIONAL LICENSE NUMBER _____ EXPIRATION DATE _____

ISSUING STATE AGENCY _____

CERTIFICATION yes no BY WHOM _____ EXP _____

SPECIALTY _____ EMAIL _____

INSTITUTIONAL AFFILIATION _____

OFFICE ADDRESS _____

OFFICE CITY _____ STATE _____ ZIP _____

OFFICE PHONE NUMBERS – VOICE _____ FAX _____

PREFERRED METHOD OF CONTACT (Check one)

PHONE # _____

EMAIL ADDRESS _____

PREFERRED TIME OF CONTACT

DAY (Circle one): MON TUE WED THURS FRI ANY WEEKDAY

TIME: _____

CONTACT PERSON IN YOUR AGENCY

CONTACT PERSON'S PHONE NUMBER

You may send a current CV or resume instead of this form.

NAME _____ DATE _____

SCHOLASTIC BACKGROUND

College or University	Degree	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Graduate or Professional School		
_____	_____	_____
_____	_____	_____
_____	_____	_____

ORGANIZATIONS AND PROFESSIONAL ASSOCIATIONS

1. _____
2. _____
3. _____

**This material is kept secured at the
ASU Department of Nursing and remains confidential.**

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Would you be interested in offering guest lectures to the Graduate Program: YES NO

If so, please list topics: _____

PLEASE RETURN TO: Annalisa A. Santiago
FAX: (325) 942-2236
MAIL: Department of Nursing
ASU Station #10902
San Angelo, TX 76909-0902

Revised 2006, 2007, 2009

