



COLLEGE OF NURSING AND HEALTH STUDIES
Master of Science in Nursing
Practicum Guide

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Welcome

Dear Student, Preceptor and Faculty Member,

The College of Nursing and Health Studies (CONHS) has developed the Master of Science in Nursing, Nurse Administrator and Nurse Educator practicum guide to provide you with an overview of the curriculum, and practicum experience information. In an effort to assist you in understanding our philosophical tenets, we have provided an overview of the Nurse Educator and Nurse Administrator as well as the Mission and Philosophy of the College of Nursing, which serves as the overarching framework of the practicum experience.

In addition, we have provided a summary of all requirements and documentation that must be completed during the program and practicum experience. You will work in collaboration with College of Nursing Faculty during the process.

College of Nursing Leadership

MISSION STATEMENT

Colorado Technical University's mission is to provide industry relevant higher education to a diverse student population through innovative technology and experienced faculty, enabling the pursuit of personal and professional goals.

NURSING PROGRAM MISSION STATEMENT

Through an innovative curriculum and student-centered teaching, the nursing faculty teaches, supports, and inspires students to become competent, caring, and accountable professionals who serve a diverse client population within a dynamic health care environment.

COLLEGE OF NURSING PHILOSOPHY

The Nursing Faculty at Colorado Technical University envisions its programs to be those that integrate nursing competencies and outcomes with the professional developmental framework of Benner's theoretical principles of "From Novice to Expert" in which practice informs theory.

Using the novice to expert theory as a foundation, it is believed that human beings exhibit embodied experiences that serve to guide individual adult decision-making along a continuum of expertise. These experiences along with learned standards of quality and safety allow the individual to progress along the continuum to assume higher functioning in their life's daily tasking. Likewise, the professional nurse uses previous experiences to develop from a novice to expert.

We believe that human beings exhibit embodied experiences that serve to guide individual adult decision-making along a continuum of expertise. These individual, human experiences along with learned standards of safety allow the individual to progress along the continuum to assume higher functioning in their life's daily tasking.

We believe that health is the lived experience of the individual and their unique perception concerning this phenomenon. The human response to health and wellness can be enhanced using teamwork and collaboration which serves to improve the human condition. Giving the nurse or nursing team the quality expert training provides support for the individual to maintain and/or regain health.

We understand that situations surrounding the human experience act to influence the individual's reaction within the environment. The individual's past, present, and future serve to shape the meanings of their environmental situation which contributes to their wellness decisions. Influencing the human situation through evidence-based practice insures highest level nursing care will be given to the individual.

We understand nursing as a profession is a caring action where the nurse and the individual form a relationship together that is bounded by standards and morals. The practice of nursing is one of caring and concern that is continually seeking to gain higher levels of expertise while performing patient-centered care. Nursing knowledge and skills are constantly gained through active seeking out of current standards of practice, and through the lived experiences among nurses as they care for the individual patient

Using these beliefs and Benner's theory of development from novice to expert, the faculty at Colorado Technical University strives to maintain a curriculum that is industry current and based on standards from professional nursing education organizations. Building on prior education and experience of each student, the College of Nursing prepares graduates to practice nursing as leaders in a variety of settings and roles, providing a strong foundation for career-long development as a professional nurse, for advanced nursing practice, for life-long learning, and for good citizenship.

Master of Science in Nursing Overview

The faculty at Colorado Technical University, College of Nursing and Health Studies recognized the need to prepare nurses at the graduate level. The Master of Science in Nursing program is designed to expand the knowledge of the registered nurse for leadership in the profession. The focus on change, innovation, quality outcomes, care across the healthcare system, and advancement of the individual nurse and profession will prepare the registered nurse for an advanced level of nursing practice. Colorado Technical University utilized the American Association of Colleges of Nursing Graduate Essentials (2011) to develop the graduate nursing program (<http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>).

The Master of Science in Nursing (MSN): Nurse Educator (NE) and Nurse Administrator (NA) concentrations consist of six (6) core courses, plus additional courses in an area of specialization and two practicum experiences. The six core courses required of these Colorado Technical University MSN specializations include: advanced professional practices, informatics, policy and politics, population health and evidence-based practice. These MSN specializations include a Capstone that provides an opportunity for the student to synthesize and apply advanced nursing knowledge, scholarship, and research in the area of specialization.

Master of Science in Nursing Outcomes

- Synthesize knowledge from nursing and a variety of sciences in diverse settings for the purpose of improving nursing care
- Apply organizational and systems leadership concepts to promote quality patient care
- Evaluate performance improvement processes designed for the purpose of providing quality patient care
- Apply research outcomes and evidence-based practice to recommendations for improved patient care
- Synthesize health policy processes established for the advocacy of quality healthcare
- Integrate interprofessional collaboration to the management of patient and population health outcomes
- Apply organizational, client-centered, and culturally appropriate concepts to clinical prevention and population care to identified populations

Nurse Educator Concentration Outcomes

- Utilize pedagogical principles to develop, design, and revise an innovative nursing curriculum that promotes quality and safety in the delivery of nursing care and education.
- Critique curricular assessment and evaluation strategies to ensure optimal learner outcomes are achieved.
- Demonstrate clinical expertise through the synthesis of evidence from nursing and other sciences in preparation and delivery of nursing education to a diverse population of learners.

Nurse Administrator Concentration Outcomes

- Integrate effective communication and relationship-building strategies in diverse communities of interest that drive change towards quality organizational outcomes
- Apply leadership principles and systems thinking that positively influence human resources in the healthcare environment
- Demonstrate ethical personal, professional and fiscal accountability in the advocacy for clinical enterprise and nursing practice

MSN Curriculum

NURSE EDUCATOR CURRICULUM

The Master of Science in Nursing-Nursing Education specialty track is designed to expand the knowledge of the registered nurse to include the design, implementation, and evaluation of nursing education. The focus on evidence-based practice, quality outcomes, clinical expertise, educational principles, and advancement of the individual nurse and profession will prepare the registered nurse for an advanced level of practice. Students complete a total of 120 practicum hours with 60 hours with a nurse educator in their community and 60 hours with a direct-care provider in their community.

This program does not lead to additional licensure or certification. As such, CTU has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Courses: Core		
NRSG610	Advanced Nursing Practice	4
NRSG612	Integrating Theory and Research for Evidence-Based Practice	4
NRSG615	Healthcare Informatics and Technologies	4
NRSG617	Policy and Politics in Nursing and Healthcare	4
NRSG625	Promoting and Preserving Health in a Diverse Society	4
NRSG640	MSN Capstone	4
Total Credit Hours		24

Courses: Concentration		
NRSG631A	Advanced Pathopharmacology & Physical Assessment for the Nurse Educator A	2
NRSG631B	Advanced Pathopharmacology & Physical Assessment for the Nurse Educator B	2
NRSG633	Innovative Teaching Strategies	4
NRSG634	Curriculum Development and Design	4
NRSG635	Assessment and Evaluation Strategies	4
NRSG636	Applying Nursing Education Principles in Practice & Virtual Environments	4
NRSG637	Application of QSEN in the Advanced Nursing Role	4
Total Credit Hours		24
		Total Credit Hours 48

Nurse Administrator Curriculum

The Master of Science in Nursing program is designed to expand the knowledge of the registered nurse for leadership in the profession. The focus on change, innovation, quality outcomes, care across the healthcare system, and advancement of the individual nurse and profession will prepare the registered nurse for an advanced level of practice. Students complete 120 hours in a nursing administration practicum with a nurse administrator in their community.

This program does not lead to additional licensure or certification. As such, CTU has made no determination regarding prerequisites for licensure or certification in any state or jurisdiction.

Courses: Core		
NRSG610	Advanced Nursing Practice	4
NRSG612	Integrating Theory and Research for Evidence-Based Practice	4
NRSG615	Healthcare Informatics and Technologies	4
NRSG617	Policy and Politics in Nursing and Healthcare	4
NRSG625	Promoting and Preserving Health in a Diverse Society	4
NRSG640	MSN Capstone	4
Total Credit Hours		24

Courses: Concentration		
HCM632	Systems in Healthcare	4
HCM670	Management of Human Resources in Healthcare	4
HCM676	Healthcare Finance	4
NRSG620	Strategic Planning	4
NRSG622	Innovation for Quality Care	4
HCM630	New Knowledge and Innovations in Nursing Leadership	4
Total Credit Hours		24
		Total Credit Hours 48

Check the Colorado Technical University Catalog for more information on the current curriculum.

Nurse Educator: <https://coloradotech.smartcatalogiq.com/2022/Catalog/Degree-Programs/Masters/Master-of-Science-in-Nursing-Nursing-Education>

Nurse Administrator: <https://coloradotech.smartcatalogiq.com/2022/Catalog/Degree-Programs/Masters/Master-of-Science-in-Nursing-Nursing-Administration>

*All courses within the MSN and PGC programs must be passed with a B- or better

Nursing Licensure

- All students must hold and maintain a valid unencumbered license* as a registered nurse in the state in which the student completes all practica for the program.
- It is the student's responsibility to inform the Dean of the College of Nursing and Health Studies if their nursing license has become or will be encumbered. Failure of notification of encumbered status of a license to practice nursing can lead to failure to progress in the program.

**Unencumbered License - A license that is not revoked, suspended, or made probationary or conditional by the State licensing or registering authority as the result of disciplinary action.*

Practicum Experiences and Requirements

GENERAL INFORMATION FOR STUDENTS

- A practice setting is defined as any time a student has contact with a patient or another student for a University project or course requirement.
- The student is responsible for collaborating with the Clinical Coordinator/Director to ensure an appropriate clinical placement (based on course objectives). The student may request a preceptor and clinical agency but it is the responsibility of the program to recruit, assign and coordinate clinical preceptors/sites and students. If necessary, the Clinical Coordinator/Director will provide a preceptor in an approved location within a reasonable distance from the students' geographic area. PLEASE NOTE: If the practicum setting is in the same institution where the student is employed, the Clinical Coordinator/Director must review and approve the arrangement.
- The student is required to wear a CTU nametag (Photo ID) that identifies him/her as a Colorado Technical University MSN student. Instructions are provided later in this document.

STUDENT HEALTH REQUIREMENTS **

Students are required to obtain a health assessment prior to beginning any clinical/practicum course and each following year while in the program. An annual TB assessment including a PPD is required unless the student has a history of positive PPD. A Quantiferon Gold blood test is also acceptable. If a student submits a positive PPD, the student must submit a negative chest x-ray report (dated after the positive PPD) with the original health assessment and obtain an annual physical

Immunization	
MMR (Measles, Mumps, Rubella)	<ul style="list-style-type: none"> • Student must submit proof of 2 MMR vaccines administered at least 28 days apart OR a positive serology titer for all 3 components (measles, mumps, and rubella) • If serology titers are negative or equivocal for measles or mumps, the student must receive 2 doses of the MMR vaccine 28 days apart. Post vaccination serology titers are not required. • If serology titers are negative or equivocal for rubella only, the student will receive 1 dose of the MMR vaccine. Post vaccination serology titers are not required
Varicella (Chicken Pox)	<ul style="list-style-type: none"> • Student must submit proof of 2 varicella vaccines administered at least 4 weeks apart OR proof of a positive serology titer • If serology titers are negative or equivocal for varicella, the student must receive 2 doses of the varicella vaccine at least 4 weeks apart. Post vaccination serology titers are not required

All students are required to keep a copy of all health records submitted to the College of Nursing and Health Studies. Reassessment of Titters is not required as part of the annual physical examination update.

Valid Nursing License

All students are expected to have and maintain a valid unencumbered* registered nurse license within the United States, per the College of Nursing and Health Studies policy. Additionally, all CTU nursing students must adhere to the Board of Nursing policies of the state in which the practicum is completed. Prior to any MSN student changing her/his state of residence, the student must inform the Nursing Coordinator and Clinical Coordinator/Director to assure the MSN program is offered in the new state. There is no guarantee that the MSN program will be offered in the state of relocation. Lastly, any student wishing to complete a practicum outside of the student's documented state of residence must disclose such prior to submitting the Practicum Proposal form to the Clinical Coordinator/Director. Approval of any practicum site outside of a student's state of residence is dependent on whether the MSN program is offered in the state, student licensure and the availability of preceptors. It is the student's responsibility to inform the Dean if your registered nursing license becomes encumbered. Failure of such notification of encumbered status can lead to failure to progress in the program.

Unencumbered License – A license that is not revoked, suspended, or made probationary or conditional by the State licensing or registering authority as the result of disciplinary action.

Health Insurance

Colorado Technical University and the College of Nursing require each nursing student to carry health insurance or comparable coverage for emergency medical care. Some of the clinical facilities and agencies require proof of health insurance coverage prior to student participation at clinical sites. Students are responsible for any expenses related to any illness or accidents that may occur while participating in the Colorado Technical University Graduate Nursing program. Colorado Technical University does not offer student health insurance policies.

Student Liability Insurance

All nursing students have professional liability insurance coverage through Colorado Technical University, College of Nursing. This policy is limited to students during their practicum courses taken at Colorado Technical University.

Cardiopulmonary Resuscitation (CPR)

Students must provide proof of completion of the American Heart Association Health Care Provider level CPR course prior to participation in any practicum course and maintain current CPR Provider status throughout their practicum courses at Colorado Technical University.

HIPAA/OSHA***

All students are required to submit a current (within the last 12 months) certificate of completion for HIPAA and OSHA training. CTU College of Nursing will accept a certificate of completion from your employer since most nurses complete this training as part of an annual competency. Students may send a certificate of completion from your employer (completed in last 12 months) or find an online site that provides training. In addition to HIPAA, required OSHA training must consist of blood borne pathogens and hazard communication training. Please upload the certificates of completion along with all other immunization documents to your CastleBranch account. There are many HIPAA/OSHA training sites on Internet. If you are unsure as to whether a HIPAA or OSHA course meets this requirement, please contact your Clinical Coordinator.

****HIPAA and OSHA training is at the expense of the student since it is required by clinical facilities prior to practicum placement.*

Background Check

All students in the MSN program are required to have a criminal background check. This is necessary because many of the agencies where students do their practicum require all employees in the facility, including students, to have a criminal background check. The College of Nursing and Health Studies requires students to use CastleBranch since this company will search the databases required by the affiliating schools/hospitals. Colorado Technical University does not have any financial interests in, and is not otherwise affiliated with, this company. The student is responsible for all costs incurred. Colorado Technical University must receive the background check prior to the approval of any practicum course placement. It is the student's responsibility to ensure that all of these documents are uploaded and complete.

Castlebranch Directions

Overview: Castle Branch is a service that allows students to order their own background check online. All drug testing information is obtained through CastleBranch. All immunizations and health documents are also verified and stored here. The services performed by Castle Branch are based on guidelines provided by your practicum site, so you know you'll get the information you need, all from one source. The results are posted on the CastleBranch website where the student, as well as the school, can view them.

ORDERING INSTRUCTIONS

- Go to ctu.castlebranch.com and place your order.
- Enter your payment information – Visa, MasterCard, or Money Order. Follow the online instructions to complete your order.

RETRIEVAL INSTRUCTIONS

Once your order is submitted, you will receive a confirmation email containing the password needed to view the results of your background check. To view your results, visit <https://www.castlebranch.com> and enter your email and password in the area provided. Results are typically available in approximately three days, though some searches take longer so please allow

adequate time when ordering. The Clinical Coordinator/Director will be able to view your results in CastleBranch once complete. For A Summary of Your Rights Under the Fair Credit Reporting Act visit www.ftc.gov.

Additional clearances may be mandated by the clinical affiliate.

Drug Testing

Students will submit to urine drug screening through CastleBranch. Students with positive urine drug screens may not participate in practicum courses. Positive urine drug screens could result in dismissal from the nursing program. Students are responsible for the financial costs of required drug tests.

DRUG AND/OR SUBSTANCE USE TESTING

Initial screening:

Students must submit to urine drug screening upon commencement of clinical, annually and as directed by the Nursing Director to comply with affiliated health care facility requirements.

Subsequent screening:

Additionally, many substances (including legal, controlled and illegal substances) can cause impaired behavior and clinical decision making. Students may be immediately removed from any clinical setting and required to be tested for such substances at the discretion of the CTU College of Nursing and/or clinical agency (see "For Cause" testing below).

Drug Screening "For Cause" Testing

The possession, use, or being under the influence of alcohol or drugs made illegal as a matter of federal, state, or local law, or the misuse or being impaired by prescribed drugs, while on duty in any healthcare facility, school, institution or other work location as a representative of the nursing program is prohibited. When a faculty/instructor/preceptor perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait, or confusion and these behaviors cause the faculty or preceptor to suspect that the student is impaired, the following steps are to be taken:

- The student will be removed from the practicum area and the College of Nursing Director notified for further direction.
- Medical assessment/treatment will be advised at the student's expense.
- With the student's consent, the faculty/preceptor will contact a transportation service to arrange transport from the practicum site if directed by the Clinical Coordinator/Director.
- If the student's behavior is threatening or belligerent, the faculty, preceptor and/or agency supervisor may notify the police to have the student escorted from the premises.
- The procedure for Code of Conduct violations will be initiated by the faculty/Clinical Coordinator/Director and a Code of Conduct violation may be filed.
- The student may be offered evaluation by, and enrollment in an intervention program for nurses as an additional sanction.

Students with a positive urine drug screen or blood alcohol test will not be permitted to attend any practicum activity/course. A medical evaluation and clearance will be required for the student to return to the practicum activity/course. Students are responsible for any and all financial costs of laboratory tests and medical evaluations. Consideration for reentry is dependent upon the results from the health care provider, which must be submitted to the Clinical Coordinator/Director in a sealed envelope. The results will be evaluated by the Executive Program Director and Associate Dean/Dean of the College of Nursing prior to any decision regarding the student's fitness to return to the practicum/course setting. Students found in violation of the Code of Conduct will be reported. Any and all decisions related to reentry remain at the discretion of the College of Nursing. The faculty of the College of Nursing support the policy of the American Nurses Association (ANA) related to "Help for Nurses with Substance Abuse."

Lastly, clinical agency requirements may exceed the CONHS clinical requirements. It is the student's responsibility to align with these additional requirements to ensure clinical/practicum placement. These clinical requirements may range from additional trainings, vaccination requirements and/or drug screens or others. Failure to align with these clinical requirements will result in the inability to secure practicum/clinical placement.

It is an expectation of all CONHS students to respond to facilities, preceptors, faculty, Clinical Coordinator/Director, nursing success coach or other University designee in a timely fashion. Failure to do so may impact program, course and practicum progression.

Clinical Practice Policies

CLINICAL EVALUATION

Preceptors complete the Clinical Evaluation (Appendices) of student performance at midterm (Week 3) and toward the end of the course (Week 5). The evaluation provides the student with feedback related to their practicum performance. A mid-term failure will be formally evaluated by the faculty and discussed with the student and the preceptor providing feedback, using the Practicum Counseling Form (Appendices). The course faculty is responsible for all course grading. Students must meet all course objectives and complete all practicum hours at final course evaluation. All hours must be documented in the appropriate documentation tracker in order to successfully pass the practicum course. Failure to successfully complete the minimum required practicum hours or the didactic requirements will result in course failure and will require retaking the entire clinical course.

Absences/Tardiness: Students are to work with their preceptor in creating a schedule that allows the student to successfully obtain the required practicum/clinical hours prior to completion of the course. Failure to abide by this agreed upon schedule, and demonstrate professional communication with the preceptor and faculty on attendance and timeliness may result in course failure. Students are required to notify their preceptor in the event of an absence or tardiness to the practice setting prior to the scheduled educational experience. Extended absence from the clinical site must be discussed and approved by the course faculty. Excessive or extensive tardiness or absences is unprofessional behavior and may result in course failure.

Impaired Ability: Students with any condition (regardless of cause) that impairs their judgment and ability to function are not permitted in any practicum setting.

College of Nursing Withdraw

In addition to College of Nursing academic policies outlined in the CTU catalog, a student is subject to withdraw or other disciplinary actions from the Colorado Technical University Nursing program, due to the following conditions:

- Dismissal from a clinical site for reasons related to unsafe, illegal or unethical practice as defined in the Nurse Practice Act, applicable for your state.
- Violation of substance use policy.
- Falsification of patient hours, clinical time, patient records or any other clinical documentation in the clinical site or via the documentation provided through CTU including preceptor verification of hours and evaluations.
- Any dismissal due to a substance use violation, violation of the Nurse Practice Act or falsification of records may be appealed through the College of Nursing Appeals Board. The student must submit in writing the request for appeal with supporting documentation to the Clinical Coordinator/Director within seven (7) days from withdraw. This decision may be appealed to the College of Nursing and Health Studies Dean. The decision of the Dean is final.

General Information for Preceptors

Thank you for serving as a preceptor for Colorado Technical University, College of Nursing. As a preceptor, you have a unique opportunity to share your knowledge, attitudes and skills with our MSN student. As the preceptor, you are the expert and have the opportunity to facilitate learning in your professional practice setting.

The preceptor serves as a role model for the student. A role model allows the student to see and experience what the preceptor, in the role of expert, does on a daily basis while encouraging the student to ask questions. The preceptor challenges, guides, and directs. Fundamental to this process is the preceptor's willingness to share one's professional values, beliefs, and skills while incorporating legal, ethical, and professional practice standards. The student is a professional nurse, but he/she is new or unfamiliar with the practice area of the preceptor. The preceptor needs to recall that the student is an adult learner and is motivated by professional and personal attributes. While the learner may be experiencing some anxiety and uncertainty, he/she is there to learn.

The course faculty member is responsible for contacting you by phone at Week 1, Week 3 and Week 5. The purpose of these phone calls is to orient the preceptor to the CON, course objectives and expectations in week one, and discuss student progress and achievement of practicum objectives at the mid and final points of the course. At midterm (Week

3) and toward the end of the practicum experience (Week 5), we will ask that you provide feedback on the student's practicum experience through an evaluation using an electronic MSN Practicum Evaluation in Typhon (Appendices). Once this is completed, the form is to be electronically submitted for review to the course faculty member who will be working with you during the practicum experience. Although feedback from the preceptor about student performance is critical, it is CTU course faculty that assigns all clinical course grades. If you have not received communications at these assigned touch points, please contact the Clinical Coordinator/Director (contact information can be found in the preceptor orientation information).

While being a preceptor may involve some apprehension, we believe this role has many benefits. Benefits center on the professional satisfaction of teaching a novice about the area of nursing that you enjoy and mentoring a future leader or educator with the wisdom and guidance, you have accrued. To assist you with your preceptor role, the CONHS Clinical Coordinator/Director, will be in contact with you and will provide a preceptor orientation module. While the College of Nursing and Health Studies does not provide financial compensation to the preceptor, the University acknowledges your participation in providing educational opportunities to the student. Preceptors may inquire with their licensing board or certifying body of the possible application of preceptor hours to continuing education requirements.

Upon your request, the CONHS will provide you with verification documentation of hours precepted. In addition, to support you in the role of preceptor with the most current clinical resources, you will receive information from the Clinical Coordinator or CONHS designee regarding free access to the "UpToDate" database for a 6 month period or as long as you serve as a CTU nursing preceptor.

PRECEPTOR GUIDELINES

Colorado Technical University College of Nursing and Health Studies defines preceptors as qualified individuals who work one-on-one with MSN students in the defined area to promote achievement of student learning objectives. Preceptors must have a minimum of one year experience and hold a minimum of a Master's Degree in Nursing within the area of Advanced Practice Nursing Specialization, and hold a valid unencumbered license within their state of practice. We collaborate with our students to find appropriate practicum preceptors in their community but the CONHS holds the ultimate responsibility of recruiting, assigning and coordinating clinical preceptors. Failure to collaborate with the CONHS placement team may delay program progression.

Preceptors serve as role models and mentors for the clinical practicum experience. Preceptors do not replace faculty, but work closely with faculty in facilitating student success. Preceptors are vital in contributing information for evaluating student performance; however, the course faculty member maintains the responsibility for the final student grade. All preceptors are reviewed and approved by the Clinical Coordinator/Director. Students should not pay preceptors as the CONHS does not support the payment of preceptors.

PRECEPTED COURSE POLICY

Before the student enters the clinical practice area, the Clinical Coordinator /Director will verify all of the following:

- Both the student and the preceptor have an active, clear, unencumbered license to practice in the state where the practicum experience will occur.
- An Affiliation Agreement (Available from the Clinical Coordinator or CONHS designee) with the facility/agency is completed and in effect through the end of the scheduled practice course.
- A Preceptor Agreement (see Appendices) is in place and the credentials of the preceptor have been reviewed and approved for appropriateness for the particular clinical practice area. The curriculum vitae or résumé of the preceptor is to be submitted along with the Preceptor Agreement. All related licenses are verified as cleared and must be unencumbered.
- Colorado Technical University has met the legal and regulatory requirements for conducting clinical practice courses in the state.
- Mechanisms are in place for communication, feedback, and evaluation of the student's experiences from the student, preceptor and facility/agency.

- The preceptor is capable of providing appropriate experiences to meet course objectives.
- Compliance with items 1-6 is documented in the student record.

RESPONSIBILITIES OF THE STUDENT, PRECEPTOR AND COURSE FACULTY

In order to be consistent with preceptor policy and provide clarification of roles, the following responsibilities are identified:

Student Responsibilities

- The student will adhere to all academic and practice setting policies and procedures.
- The student will adhere to all Colorado Technical University, College of Nursing and Health Studies policies and procedures identified in the University Catalog and MSN Practicum Guide. Failure to exhibit integrity, ethical conduct, or professional standards may warrant dismissal or other disciplinary measures from Colorado Technical University, College of Nursing Appeals Board and Dean
- The student will comply with health and other professional requirements of the practice setting prior to the start of the practicum experience.
- The student will comply with all board of nursing regulations and the nursing practice act of the state in which they are practicing.
- The student will dress in a professional manner consistent with facility guidelines and be clearly identified as a Colorado Technical University College of Nursing MSN student. ID Badges must be worn at all times in the practicum setting identifying the student as a Colorado Technical University MSN student.

For all MSN students

- Log into the Colorado Springs Campus Bookstore (this is not WOW). The following link will be used to order your Photo ID and patch. <https://coloradotech.merchorders.com/> . Click on the nursing link to log in. Enter your email address and student ID. If you receive any error messages or cannot place your order, please notify for Clinical Coordinator or CONHS designee immediately so you can receive assistance.
- Students will need to upload a passport-quality digital photo. Once a photo has been uploaded, the student will be able to see a proof of what the photo ID card will look like. If changes need to be made, the student can resubmit their order and view an updated proof or if approved they can add the ID card to their cart.
- Once the patch and photo ID order has been received by the bookstore, CTU nursing administration will receive a notification to approve or deny the order. Students will receive an order confirmation email once the photo ID and patch order are approved or denied.
- ID Badges and patches should be ordered in advance of enrolling in the first practicum course (during week one of NSG625 Promoting and Preserving Health in a Diverse Society).
- The student will be prepared to work in the practice setting in a safe manner that demonstrates professional standards and arrive at the agreed time.
- The student will attend all established practicum days, or notify the practicum preceptor prior to the absence and establish a practicum make-up experience. For any prolonged clinical absence (longer than 7 days) the student is to contact their course faculty and Clinical Coordinator/Director.
- The student is required to complete 60 hours in each practicum course experience. Students should plan to allocate at least 10-12 hours per week for the precepted experiences. Please note all hours must be completed by Week 5 and verified by the preceptor and course faculty.

During the practicum courses, students are responsible for ensuring that clinical hours are completed, logged and verified/ approved by their preceptor and course faculty prior to the ending of the course.

NURSE EDUCATOR PRACTICUM COURSES

The nursing education student will complete two practicum courses. NRS636: Applying Nursing Education Principles in Practice & Virtual Environments will focus on nursing education principles, while NRS637: Application of Quality and Safety in Education for Nursing in the Advanced Nursing Role (Direct Care Practicum) will focus on demonstration and provision of advanced nursing practice.

The nurse educator is a direct care role and therefore requires demonstration of advanced nursing practice and including graduate-level content in the three Direct Care Core courses. The development of clinical proficiency is facilitated through the use of focused and sustained clinical experiences designed to strengthen patient care delivery skills, as well as system assessment and intervention skills, which will lead to an enhanced understanding of organizational dynamics. These immersion experiences afford the student an opportunity to focus on a population of interest or may focus on a specific role. Direct care experiences are not designed to prepare students for the nurse educator role, but rather to prepare them for advanced nursing practice care (AACN, 2011).

NRS636: Applying Nursing Education Principles in Practice & Virtual Environments

During this course students are expected to show evidence of NLN competency attainment in an educational/clinical setting. The goal of this course is to ensure that students have sufficient experiences in facilitative learning, facilitative learner development and socialization, assessment and evaluation strategies, curriculum design and evaluation of program outcomes, functioning as a change agent, pursuit of continuous quality improvement, engagement in scholarship and functioning in an educational environment. This practicum provides the student an opportunity to experience the role of the nurse educator, as well as develop and deliver nursing education to an identified population of learners.

Students are to identify and work with an MSN prepared preceptors in a nurse educator role. The preceptor may include a hospital nurse educator, academic faculty, professor or curriculum team chair.

In order to meet the practicum requirements, students shall complete sixty hours with the preceptor, and perform and document a combination of the following duties:

Preceptor and student interaction

- Direct observation of preceptor's teaching and interaction with students
- Face to face discussions with preceptor
- Actual teaching and interactions with learners
- Lesson plan/evaluation tool development and delivery
- Other activities discussed with preceptor and course faculty

Preceptor for classroom teaching

- Meetings, educational programs and forums

Attending curriculum or faculty meetings with preceptor

- Interactions and meetings with other faculty
- Other meetings which are approved by preceptor and faculty

NRS637: Application of Quality and Safety in Education for Nursing in the Advanced Nursing Role (Direct Care Practicum)

During this course students are expected to implement QSEN competencies in the direct care role.

Direct care refers to nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical

care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007).

Students are to identify and work with an MSN prepared preceptor that provides direct care in the clinical arena. The preceptor may include Clinical Nurse Specialist, Clinical Nurse Leader, Nurse Midwife, Nurse Practitioner or Nurse Educator who provides direct care to patients in the advanced nursing role. Students are to provide direct care, which includes the integration of advanced assessment of patients, as well as advanced pathophysiology and advanced pharmacology in providing advanced nursing practice care and education to patient and/or families.

In order to meet the practicum requirements, students shall complete sixty hours with the preceptor, and perform and document a combination of the following duties:

- Perform advanced assessments on patients in the clinical arena
- Integrate knowledge of advanced pathophysiology in patient care management and education provided to patients and families
- Utilize knowledge of advanced pharmacology in patient care management and education provided to patients and families.

Examples:

Students seeking advanced nursing practice role development in the critical care area may work with an acute care nurse practitioner in the ICU. Those seeking advanced nursing role development in labor and delivery may work with a nurse midwife, family nurse practitioner or women's health nurse practitioner.

All preceptors for NRS637 must provide evidence of a direct care role on their CV

Nurse Administrator Practicum Courses

During the nurse administrator practicum (NRS620 and NRS630) the student must demonstrate attainment of the American Organization for Nursing Leadership (AONL) competencies. The practica should provide the student various experiences relative to the course objectives in communication and relationship building, knowledge of the healthcare environment, leadership, professionalism and business skills.

Students are to identify and work with an MSN prepared preceptor that provides oversight of a business unit, providing leadership/management of the organization or unit. The preceptor may include a hospital administrator, nursing unit director, Magnet® Program Director, clinical director or chief nursing officer.

NRS620 STRATEGIC PLANNING

During this course the student is expected to work with their assigned preceptor to analyze the healthcare organization/business unit and create a strategic plan and business plan for an organizational unit.

NRS630 NEW KNOWLEDGE AND INNOVATIONS IN NURSING LEADERSHIP

During this course the student is expected to work with their assigned preceptor to apply domains of nursing leadership/administrative knowledge to the nursing practice setting. The student will be utilizing a variety of leadership strategies to achieve positive patient care delivery outcomes.

In order to meet the practicum requirements, students shall complete sixty hours in each course with the preceptor, and perform and document a combination of the following duties:

Preceptor and student interaction

- Direct observation of preceptor's administrative functions, meetings, and interactions with peers, direct reports, or others in the organizational hierarchy
- Face to face discussions with preceptor

- Practicum facility application assignments (as assigned in the didactic course)
- Other activities as approved with preceptor and course faculty

All preceptors for NRS620/NRS630 must demonstrate evidence of business unit oversight on their CV

The student will complete a midterm and final self-assessment of his/her performance and a preceptor/site evaluation in week 5.

The student will review the midterm and final clinical evaluation completed by the preceptor with the course faculty, discussing any areas of concern. These areas of concern should be reviewed at midterm with the establishment of a remediation plan written by the course faculty, in conjunction with feedback from the preceptor and student. . The student is to review the final clinical evaluation completed by the preceptor with the course faculty. Course faculty are responsible for all didactic and clinical grading.

**CTU CONHS aligns with AACN clinical/practicum recommendations, including any changes related to national emergencies or pandemics. Any of these changes will be communicated to the student by the Clinical Coordinator or CONHS designee.*

Preceptor Responsibilities

- The preceptor must submit a Curriculum Vitae or résumé, copy of APRN Certification (if applicable) and complete the Preceptor Agreement (Appendices).
- The preceptor/facility will provide an orientation for the student which includes institutional policies and procedures. The preceptor will obtain approval for precepting the student from the institution.
- Neither the preceptor nor the facility will compensate the student or consider the student an employee during the hours the student is fulfilling for his/her practicum requirements.
- The preceptor will assist and guide the student in their experiences at the practicum site, provide ongoing feedback to the student on his/her performance, and notify course faculty in writing via email or phone of any concerns, problems, or incidents involving the student. There will be no monetary compensation for the preceptor's service.
- The preceptor will participate in a discussion with course faculty at three time points:
 - Beginning of the Term (Week 1): Meet and greet with course faculty and discuss course objectives, review student's Practicum Proposal Plan (Appendices) and share any questions/concerns.
 - Mid-Term (Week 3): Review feedback on the completed Clinical Evaluation (Appendices) and to confirm completion of reported clinical hours.
 - End-Term (Week 5): Review final feedback on the completed Clinical Evaluation and confirm completion of reported clinical hours (Appendices).
- Via Typhon, the preceptor will complete and submit to course faculty the following forms at mid-term (Week 3) and at practicum completion (Week 5):

Clinical Evaluation: The purpose of this form is to assess student performance and completion of course objectives and includes the Verification of Clinical Hours. The purpose of this form is to verify that the student has completed the required supervised hours per practicum. The clinical preceptor should validate the attainment of supervised clinical hours. Course faculty will validate the attainment of supervised clinical hours with the preceptor at the mid and final points of the course.

Course Faculty Responsibilities

- Course faculty are required to contact the preceptor three times by phone and submit a summary log of this communication to the Clinical Coordinator or CONHS.

- Beginning of the Term (Week 1): Meet and greet preceptor and discuss course objectives and expectations, review student's Practicum Proposal Plan (Appendices) and answer any questions/concerns
- Mid-Term (Week 3): Contact the preceptor to review their feedback on the completed Clinical Evaluation (Appendices) and to confirm completion of reported clinical hours. For any student that has failed an objective, the course faculty member will complete the Clinical Counseling Form (Appendices) at midterm and review with the preceptor. Final (Week 5): Contact the preceptor to review final feedback on the completed Clinical Evaluation and confirm completion of reported clinical hours. The faculty will consult, assist, and problem solve with the student and preceptor during the practicum.
- The faculty, in collaboration with the preceptor and the student, will determine if the student has successfully met practicum objectives and program competencies.
- The faculty will maintain responsibility for the final grade determination based on the grading rubric and the clinical performance.
- The faculty will complete an evaluation of preceptor and practicum site via the Typhon system upon course completion.

Practicum Guidelines and Student Checklist

PRACTICE SETTING REQUIREMENTS

- Students must disclose to the Clinical Coordinator/Director that they are seeking to complete their practicum with their employer prior to submitting any documentation.
- Preceptor does not report to student or student does not report to Preceptor (directly or indirectly)
- Student must complete their practicum in a different role and setting than their current employee role.
- Preceptor may not be a family member of the student, have a business relationship or other fiduciary relationship with the student.

NURSE EDUCATOR PRACTICUM

NRSG636 Applying Nursing Educator Principles in Practice and Virtual Environments

Must be completed in an education setting i.e. a place that teaches nurses (LPN/LVN, AND, BSN or a staff development setting such as a hospital). Ideally, the student will choose a site that allows them to teach in both a classroom and clinical settings.

NRSG637: Application of Quality and Safety in Education for Nursing in the Advanced Nursing Role (Direct Care Practicum)

Must be completed in a clinical setting, i.e. healthcare facility where direct patient care is provided. The student will choose a direct care site that will provide them with the experiences in performing and utilizing skills in advanced physical assessment, pathophysiology and pharmacology. The practicum site must allow for the provision of advanced nursing care to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes.

NURSE ADMINISTRATOR PRACTICUM

NRSG620: Strategic Planning/NRSG630: New Knowledge and Innovations in Nursing Leadership

Must be completed in a healthcare administrative setting, i.e. a place that provides organized patient care services. Examples of appropriate sites may include hospitals, primary care setting, health departments, community clinics and acute care settings.

Student Responsibility Checklist

<input type="checkbox"/>	The signed affiliation agreement, preceptor agreement(s) and curriculum vitae/resume of the preceptor(s) MUST be faxed, scanned, or emailed to the Clinical Coordinator/Director. Once the agreement is signed, a copy of the signed and fully executed Affiliation Agreement is returned to the practicum institution. If utilizing a program approved site and preceptor the student must forward their preceptor agreement to the Clinical Coordinator.
<input type="checkbox"/>	(Note: All students must submit a preceptor agreement to the Clinical Coordinator/Director regardless of clinical site and preceptor)
<input type="checkbox"/>	To ensure that an appropriate site and preceptor are secured and utilized the student must collaborate with the Clinical Coordinator/Director during the preparation, execution and completion of the clinical experience.



Appendices

Nurse Educator Practicum Proposal

Please complete this proposal outlining your proposed site, preceptor, and ability to meet the Nurse Educator practicum objectives. Please review all course objectives prior to completing this document.

Name_____ Date_____ Practicum Date_____

Course Number:

- NRS636
- NRS637

Practicum site name: _____

Practicum site location: _____

Preceptor name and credentials: _____

All preceptors must possess an MSN degree and CV evidence of role

Are you employed by this practicum site?

- Yes
- No

If yes, please call the Clinical Coordinator at CTU before proceeding; if no, please complete this form

Students requesting to complete their Practicum with their employer must submit evidence of the following:

- Preceptor does not report to you or you do not report to the preceptor (directly/indirectly)
- Student must complete their Practicum in a different role and setting than their current employee role

NRS636: Must be completed in a nursing education setting

Course Objectives:

- Develop measurable practicum learning goals and objectives designed to facilitate role development as a nurse educator.
- Develop and deliver an evidence-based lesson plan based on a learning needs assessment of targeted learners.
- Compare and contrast traditional and online nursing course facilitation.
- Create a teaching portfolio that describes your teaching philosophy, goals, reflections, and professional achievements.

NRS637: Direct Care Practicum: Must provide advanced nursing direct care in a clinical setting

Course Objectives:

- Develop measurable practicum learning goals and objectives designed to facilitate role development in advanced nursing practice.
- Analyze advanced nursing practice and its impact on the transformation of healthcare through QSEN with incorporation of the direct care role competencies.
- Integrate evidence-based practice in the provision of advanced nursing care utilizing QSEN competencies.
- Demonstrate knowledge of advanced assessment of patients, advanced pathophysiology and advanced pharmacology in direct care provided and education to patient and/or families in the advanced nursing role.
- Collaborate with direct care nurses in executing QSEN competencies intended to achieve specific health goals or achieve selected health outcomes.

Nurse Administrator Practicum Proposal

Please complete this proposal outlining your proposed site, preceptor, and ability to meet the Nurse Administrator practicum objectives. Please review all course objectives prior to completing this document.

Name_____ Date_____ Practicum Date_____

Course Number:

- NRS620
- NRS630

Practicum site name: _____

Practicum site location: _____

Preceptor name and credentials: _____

All preceptors must possess an MSN degree and CV evidence of role

Are you employed by this practicum site?

- Yes
- No

If yes, please call the Clinical Coordinator at CTU before proceeding; if no, please complete this form

Students requesting to complete their Practicum with their employer must submit evidence of the following:

- Preceptor does not report to you or you do not report to the preceptor (directly/indirectly)
- Student must complete their Practicum in a different role and setting than their current employee role

NRS620/NRS630: Must be completed in a healthcare administrative setting.

NRS620 Course Objectives:

- Analyze the factors to be considered with strategic planning
- Develop a business plan for models of care delivery and coordination using business and economic principles
- Utilize systems change strategies in the development of the business plan
- Apply evidence-based practices to the development of modes of care delivery and coordination

NRS630 Course Objectives:

- Apply management and leadership principles to improve nursing practice
- Integrate use of collaboration through teamwork for effective delivery of healthcare
- Utilize evidence-based practices and research for effective management and leadership of nursing practice issues

Practicum Proposal

MSN Student Health Assessment (page 1 of 4)

Name _____ Date ____/____/____

Address _____

Date of Birth ____/____/____ Male Female Phone _____

Please note: This health assessment must be completed by an MD, DO, PA or ARNP. Assessment by other health care providers will NOT be accepted.

PHYSICAL ASSESSMENT

Height _____ Weight _____ Vital Signs: BP _____ P _____ R _____ Temperature _____

Visual Acuity (R) _____ (L) _____

Hearing Acuity (R) _____ (L) _____

Medical History			
Allergies	<input type="radio"/> Yes	<input type="radio"/> No	If yes, explain:
Major Illnesses	<input type="radio"/> Yes	<input type="radio"/> No	If yes, explain:
Hospitalization	<input type="radio"/> Yes	<input type="radio"/> No	If yes, explain:
Orthopedic Problems	<input type="radio"/> Yes	<input type="radio"/> No	If yes, explain:
Major Surgeries	<input type="radio"/> Yes	<input type="radio"/> No	If yes, explain:

This applicant is in good physical and mental health and poses no threat to the health of others. Yes No

If no, state reason: _____

Healthcare provider name and title (PRINT) _____

Healthcare provider signature _____ Date _____

Healthcare provider address City _____ State _____ Zip _____ Phone _____

Student signature _____ Date _____

IMMUNIZATION VERIFICATION INSTRUCTIONS

- Healthcare provider **MUST** have signed the bottom of the Immunization and Statement of Health Form that the student has been screened, **AND** that the vaccinations have been verified.
- Actual copies of the vaccinations are not required!
- The student **MUST** sign the bottom of the form.
- When an update is needed, updated Immunization and Statement of Health Form is presented to Castle Branch.

If you have questions regarding the immunizations please contact the Clinical Coordinator/Director.

Immunization Verification and Statement of Health (page 3 of 4)

Name: _____ Last 4 of SSN: _____ DOB: _____

Tuberculin Skin Test (PPD)

- Required annually and must be 0 mm.
- If POS, repeat TB test not required, but must have CXR within five years.

_____/_____/_____	_____ mm or Blood test:_____
_____/_____/_____	_____ mm (update) _____ (initials)
_____/_____/_____	_____ mm (update) _____ (initials)

Tetanus Vaccination/TDAP

- Required every 10 years.

_____/_____/_____	
_____/_____/_____ (update)	_____ (initials)

Recombivax (Hep B Vaccination)

Hep B Surface Ab Pos: Yes No

#1 ____/____/_____	Notes:
#2 ____/____/_____	Notes:
#3 ____/____/_____	Notes:

MMR (Measles, Mumps, and Rubella) evidence of immunity

Rubella Titer	<input type="radio"/> POS <input type="radio"/> NEG
Rubeola Titer	<input type="radio"/> POS <input type="radio"/> NEG
Mumps Titer	<input type="radio"/> POS <input type="radio"/> NEG
Students born in 1956 or earlier	#1 ____/____/_____
Students born after 1956	#1 ____/____/_____
	#2 ____/____/_____

History of Varicella

Chicken Pox	<input type="radio"/> Yes <input type="radio"/> No
Negative History	Varicella Titer <input type="radio"/> POS <input type="radio"/> NEG
Varicella Titer Neg	Varicella Vaccine ____/____/_____

Immunization Verification and Statement of Health (page 4 Of 4)

Based upon standard history and physical exam findings, this applicant is free from communicable diseases and able to provide patient care services. All immunization dates above are hereby certified and all other medical records of this applicant are on file at the physician's office.

Healthcare provider's signature _____ Date _____

Healthcare provider's name printed _____ Telephone number _____

Healthcare provider's address _____

Student signature _____ Date _____

ALL immunization requirements MUST be met prior to entering a practicum site for Colorado Technical University's Nursing Program unless documented medical exceptions are in the student's file. By signing this statement, the applicant provides a waiver for the Colorado Technical University Nursing Program faculty and staff to maintain and release immunization and tuberculosis screening results.

Nurse Educator Practicum Evaluation

NRSG636: APPLYING NURSING EDUCATION PRINCIPLES IN PRACTICE & VIRTUAL ENVIRONMENTS

Student Name _____ Course: NRSG636

Preceptor Name: _____

Practicum Facility: _____

Grading rubric:

Level 1=Not observed

Level 2=Needs constant guidance

Level 3=Needs frequent guidance

Level 4=Needs occasional guidance

Level 5=Functions independently and seeks guidance when appropriate

SCORING GUIDELINES:

The grading rubric is provided below. Students may receive a failure at the mid-term evaluation only. A failure will be formally evaluated by the course faculty and discussed with the student and preceptor providing feedback using the Practicum Counseling Form. Students must pass all objectives at final evaluation with a Level 4 or greater in order to successfully pass the clinical requirements of the practicum course.

Nurse Educator Competencies	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Facilitate Learning											
Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the nurse educator:											
Uses information technologies skillfully to support the teaching-learning process											
Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts											
Creates opportunities for learners to develop their critical thinking and critical reasoning skills											
Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students											
Demonstrates interest in and respect for learners											

Nurse Educator Competencies	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Uses professional attributes (e.g., caring, confidence, patience, integrity, and flexibility) that facilitate learning											
Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments											
Facilitate Learner Development and Socialization											
Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. To facilitate learner development and socialization effectively, the nurse educator:											
Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation											
Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy											
Use Assessment and Evaluation											
Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning. To use assessment and evaluation strategies effectively, the nurse educator:											
Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains											
Uses assessment and evaluation data to enhance the teaching-learning process											
Provides timely, constructive, and thoughtful feedback to learners											
Demonstrates skill in the design and use of tools for assessing clinical practice											

Nurse Educator Competencies	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains											
Participate in Curriculum Design and Evaluation of Program Outcomes											
Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. To participate effectively in curriculum design and evaluation of program outcomes, the nurse educator:											
Creates and maintains community and clinical partnerships that support educational goals											
Collaborates with external constituencies throughout the process of curriculum revision											
Functions as a Change Agent and Leader											
Nursing educators function as change agents and leaders to create a preferred future for nursing education and nursing practice. To function effectively as a change agent and leader, the nurse educator:											
Integrates a long-term, innovative, and creative perspective into the nurse educator role											
Implements strategies for organizational change											
Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community											
Promotes innovative practices in educational environments											
Develops leadership skills to shape and implement change											
Pursue Continuous Quality Improvements in the Nurse Educator Role											
Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the individual:											

Nurse Educator Competencies	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Mentors and supports faculty colleagues											
Engage in Scholarship											
Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity. To engage effectively in scholarship, the nurse educator:											
Exhibits a spirit of inquiry about teaching and learning											
Demonstrates qualities of a scholar: integrity											
Function Within the Educational Environment											
Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role. To function as a good “citizen of the academy,” the nurse educator:											
Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community											
Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers											
Assumes a leadership role in various levels of institutional governance.											

National League of Nursing (2013). The Scope of Practice for Academic Nurse Educators. Retrieved from: <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>

Nurse Educator Practicum Evaluation

NRSG637: DIRECT CARE PRACTICUM

Application of Quality and Safety in Education for Nursing in the Advanced Nursing Role (Direct Care Practicum)

Student Name _____ Course: NRSG637

Preceptor Name: _____

Practicum Facility: _____

Grading rubric:

Level 1=Not observed

Level 2= Needs constant guidance

Level 3= Needs frequent guidance

Level 4=Needs occasional guidance

Level 5= Functions independently and seeks guidance when appropriate

SCORING GUIDELINES:

The grading rubric is provided below. Students may receive a failure at the mid-term evaluation only. A failure will be formally evaluated by the course faculty and discussed with the student and preceptor providing feedback using the Practicum Counseling Form. Students must pass all objectives at final evaluation with a Level 4 or greater in order to successfully pass the clinical requirements of the practicum course.

Direct Care Role Core Competencies & Advanced Nursing Practice	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Advanced Pathophysiology											
Demonstrates appropriate knowledge base in advanced pathophysiology.											
Applies advanced pathophysiology concepts into patient care management											
Formulates appropriate teaching plans for patients/families based on advanced knowledge in pathophysiology.											
Advanced Physical Assessment											
Demonstrate advanced physical assessment skills											
Develop potential differential diagnosis and diagnosis based on advanced assessment findings											
Formulate teaching plan for patient/families based on advanced assessment findings.											
Advanced Pharmacology											
Demonstrate advanced knowledge in pharmacology											

Direct Care Role Core Competencies & Advanced Nursing Practice	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Evaluate pharmacological treatment with appropriate considerations in treatment initiation and follow up											
Formulate an educational plan based on pharmacological/ non-pharmacological treatment recommendations for patient/families											
Provides advanced nursing care to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes.											
Quality											
<p>Uses a variety of sources of information to review outcomes, compare benchmarks of care, and identify potential areas for improvement</p> <ul style="list-style-type: none"> Analyze factors that create a culture of safety and a “just culture” Identify best practices that promote patient, community, and provider safety in the practice setting 											
<p>Assists in the design and implementation of microsystem changes in response to identified hazards and errors</p> <ul style="list-style-type: none"> Identify process used to analyze causes of error and allocation of responsibility and accountability (e.g., root cause analysis and failure mode effects analysis) 											
<p>Encourages a positive practice environment of high trust and high respect, where a hostile work environment is not tolerated</p> <ul style="list-style-type: none"> Demonstrate leadership skills in creating a culture where safe design principles are developed and implemented 											

Direct Care Role Core Competencies & Advanced Nursing Practice	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Teamwork and Collaboration											
<p>Demonstrates awareness of personal strengths and limitations as well as those of team members</p> <ul style="list-style-type: none"> Understand the roles and scope of practice of each inter professional team member including patients, in order to work effectively to provide the highest level of care possible 											
<p>Functions competently within own scope of practice as a member</p> <ul style="list-style-type: none"> Use participatory engagement strategies to involve patients, families and communities as partners in promoting healthy behaviors team 											
<p>Acts with integrity, consistency, and respect for differing views</p> <ul style="list-style-type: none"> Communicate respect for team member competence in communication 											
Patient-Centered Care											
<p>Based on active listening to patients, elicit values, preferences, and expressed needs as a part of clinical interview, diagnosis, implementation and care plans as well as coordination and evaluation of care</p> <ul style="list-style-type: none"> Identify and create plans to address barriers in care settings that prevents fully integrating patient-centered care Work with patients to create plans of care that are defined by the patient Work with patients to create plans of care that are defined by the patient 											

Direct Care Role Core Competencies & Advanced Nursing Practice	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Evidence-Based Practice											
Role model clinical decision making based on evidence, clinical expertise, and patient/family/community preferences <ul style="list-style-type: none"> • Demonstrate knowledge of health research methods and processes • Critically appraise original research and evidence summaries related to area of practice 											
Use quality improvement methods to address gaps in evidence based guidelines <ul style="list-style-type: none"> • Identify strategies to address gaps in evidence based guidelines 											
Informatics											
Uses performance improvement tools in system analysis and design to assess use of technology to improve care <ul style="list-style-type: none"> • Evaluate benefits and limitations of common information systems strategies to improve safety and quality 											
Search, retrieve and manage data to make decisions using information and knowledge management systems <ul style="list-style-type: none"> • Identify the critical and useful electronic data needed to provide high quality, efficient care through effective decision support (clinical, financial and administrative outcomes) 											

American Association of Colleges of Nursing QSEN Education Consortium. (2012). Graduate-Level QSEN Competencies: Knowledge, Skills and Attitudes. Retrieved from: <http://www.aacn.nche.edu/faculty/qsen/competencies.pdf>

Nurse Administrator Practicum Evaluation

NRSG620: STRATEGIC PLANNING

NRSG630: NEW KNOWLEDGE AND INNOVATIONS IN NURSING LEADERSHIP

Student Name _____

Course: NRSGH620 NRSG630

Preceptor Name: _____

Practicum Facility: _____

Grading rubric:

Level 1=Not observed

Level 2= Needs constant guidance

Level 3= Needs frequent guidance

Level 4= Needs occasional guidance

Level 5= Functions independently and seeks guidance when appropriate

SCORING GUIDELINES:

The grading rubric is provided below. Students may receive a failure at the mid-term evaluation only. A failure will be formally evaluated by the course faculty and discussed with the student and preceptor providing feedback using the Practicum Counseling Form. Students must pass all objectives at final evaluation with a Level 4 or greater in order to successfully pass the clinical requirements of the practicum course.

Nurse Administrator Competencies	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Communication and Relationship Building											
Effective communication: Orally and in writing											
Relationship management: Build relationships, exhibit conflict resolution skills, create a trusting environment											
Influencing behavior: Assert view in non-threatening, non-judgmental ways, create a shared vision, facilitate consensus building, achieve outcomes through engagement of stakeholders, apply situational leadership skills											
Diversity: Establishes an environment that values diversity, incorporate cultural beliefs into care delivery, provides an environment conducive to opinion sharing, exploration of ideas and achievement of outcomes											

Nurse Administrator Competencies	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Community Involvement: Represents the organization to non-health care constituents, represents the community perspective in the decision-making process within the organization											
Medical/Staff Relationships: Builds credibility with physicians as a champion for patient care, quality and the professional practice of nursing											
Academic relationships: Determines current and future supply and demand for nurses to meet care delivery needs, identifies educational needs, collaborates with nursing programs to provide required resources											
Knowledge of the Health Care Environment											
Clinical practice knowledge: Demonstrates knowledge of current nursing practice, communicates patient care standards, integrates bioethical and legal dimensions into clinical and management decision-making											
Delivery models / work design: Demonstrates current knowledge of patient care delivery systems across the continuum, describes various delivery systems and age-appropriate patient care models and the advantage/disadvantage of each, assesses the effectiveness of delivery models											
Health care economics and policy: Describes organization's payer mix, common management information and benchmark data											
Governance: Participates in strategic planning and quality initiatives with the governing body, uses knowledge of the role of the governing body of the organization in the following area: fiduciary responsibilities, credentialing, and performance management.											

Nurse Administrator Competencies	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Evidence-based practice/outcomes measurement and research: uses data and other sources of evidence to inform decision making, uses evidence for the establishment of standards, practice and patient care models in the organization											
Patient safety: supports the development of an organization-wide patient safety program, uses knowledge of patient safety science											
Performance improvement/metrics: articulates the organization's performance improvement program and goals, assist in providing quality metrics											
Risk management: identifies areas of risk/liability, assists in developing systems that result in prompt reporting of potential liability by staff at all levels.											
Leadership											
Foundational thinking skills: address ideas, beliefs or viewpoints that should be given serious consideration, recognizes one's own method of decision-making and the role of beliefs, values and inferences, applies critical analysis to organizational issues after a review of the evidence.											
Personal journal disciplines: learns from setbacks and failures as well as successes											
Systems thinking: uses knowledge of classic and contemporary systems thinking in problem solving and decision making											
Succession planning: participates in developing a leadership succession plan, promotes nursing leadership as a desirable specialty											
Change management: adapts leadership style to situation needs, serves as a change leader.											

Nurse Administrator Competencies	Midterm Evaluation					Final Evaluation					Additional Comments
	1	2	3	4	5	1	2	3	4	5	
Professionalism											
Personal and professional accountability: holds self and others accountable for mutual professional expectations and outcomes, contributes to the advancement of the profession											
Career planning: coaches others in developing their own career plans, seeks input and mentorship from others in career planning and development											
Ethics: upholds ethical principles and corporate compliance standards, discusses, resolves and learns from ethical dilemmas											
Advocacy: promotes clinical perspective in organizational decisions, involves nurses and other staff in decisions that affect their practice											
Business skills											
Financial management: participates in the development and management of an annual operating budget and long-term capital expenditure plan, uses business models for health care organizations and applies fundamental concepts of economics											
Human resource management: Ensures development of educational programs to foster workforce competencies and development goals											
Strategic management: assists in creating the operational objectives, goals and specific strategies required to achieve the strategic outcome											
Information management and technology: Uses technology to support improvement of clinical and financial performance, collaborates to prioritize for the establishment of information technology resources, participates in evaluating of enabling technology in practice settings											

The criterion above is adapted from the following: American Organization of Nursing Leadership.

MSN Student Preceptor Agreement

Student Name: _____

Course:

Nurse Educator: NRSG636 NRSG637

Nurse Administration: NRSG620 NRSG630

Preceptor name & credentials: _____

Nursing license number/State/Year of expiration: _____

Agency: _____

Office phone number: _____ Cell number: _____

Email address: _____

Colorado Technical University College of Nursing Expectations of the Preceptor

- Professional Role Model
 - Must have a Masters in Nursing and is currently licensed in the state where the practicum will take place.
 - Provides teaching/learning experiences according to established standards and facility policy and procedures.
 - Effectively communicates with student and others.
 - Exhibits leadership skills.
 - Demonstrates professional responsibilities.
- Educator
 - Assesses the student learning needs.
 - Collaborates with the student to plan effective learning experiences.
 - Provides ongoing feedback and evaluation of student.
 - Collaborate with course faculty to evaluate the student's practicum performance.
 - Course faculty will determine final course evaluation after collaboration with the preceptor.
 - A satisfactory practicum evaluation is necessary to complete the course and graduate.
 - Socializer
 - Welcomes the student and actively integrates the student into the educational setting
 - Assists the student to transition smoothly to the Nurse Educator and Nurse Administrator role
 - Communication with Colorado Technical University Course Faculty and or the Lead Faculty
 - Communicates with course faculty by phone at the beginning of course (Week 1), mid-term (Week 3), and with the final evaluation (Week 5).
 - Contacts course faculty or lead faculty ASAP for concerns, problems, or incidents involving the student.
- Student Schedules
 - Total number of practicum hours is 60 hours per practicum.
 - The practicum experience will conclude when the student has completed the minimum required hours, although the online course will continue for the entire 5 weeks.
 - The student can only work with the contracted Preceptor. Any change in Preceptors must be approved by the lead faculty prior to any changes.
 - The student must notify the Preceptor and the Colorado Technical University nursing faculty of any absences.
 - Each student must receive an orientation to the facility.

Signature_____ Date_____/_____/_____

PLEASE ATTACH CURRICULUM VITAE/RESUME and email a copy of the contract and CV/resume to the Clinical Coordinator/Director.

MSN Student Clinical Counseling Form

Faculty:_____ Student:_____ Date:_____

Areas Discussed for Improvement:

[List areas where student did not meet the midterm objectives]

Student Responsibilities/Plan of Action and Dates:

Faculty Responsibilities:

[Discuss with preceptor and student, monitor student performance with regard to responsibilities and plan of action and timeline.]

Contact with student by [email/phone]

Faculty Signature_____ Date_____/_____/_____

Student Signature_____ Date_____/_____/_____

Colorado Technical University College of Nursing Hepatitis B Vaccine Statement and Information

The Nursing Faculty of Colorado Technical University College of Nursing strongly encourages all nursing students to receive immunization against the Hepatitis B virus (HBV). The Hepatitis B virus is transmitted through exposure to blood and body fluids and presents a health risk to all health care providers. Students may be exposed to blood and body fluids during the educational process while attending the Colorado Technical University Nursing Program. Students are encouraged to receive HBV vaccination and utilize standard precautions.

STUDENT ACKNOWLEDGEMENT AND COURSE OF ACTION

I understand the above statement and am choosing the following course of action. (Check one)

- I am immunized against HBV and will obtain a blood test (titer) when completing my physical.
- I am in the process of obtaining the HBV immunization series and will obtain a blood test (titer) upon completion of the immunization series.
- I have decided not to pursue immunization for HBV at this time, even though I understand that I am at risk for potential exposure to the disease. Therefore, I am signing this waiver releasing Colorado Technical University of any responsibility for the possibility of my contracting Hepatitis B virus

I understand that Colorado Technical University is not responsible or liable in matters of exposure to potential health hazards.

Student name (print) _____

Student signature _____ Date _____/_____/_____

Witness signature _____ Date _____/_____/_____