Table of Contents

Table of Contents........................................................................................................................................... - 2 -
Introduction ................................................................................................................................................. - 3 -
Goals of the Clinical Practicum .................................................................................................................... - 3 -
Persons Involved in the Clinical Practicum ................................................................................................. - 3 -
Who Can Act as a Mentor / Preceptor? ....................................................................................................... - 4 -
    APRNs: Clinical Nurse Specialist / Nurse Practitioner / Nurse Midwife / Nurse Anesthetist ............. - 4 -
    Nurse Educator / Expert Clinician / Nurse Manager .......................................................................... - 4 -
    Physician .................................................................................................................................................... - 4 -
Responsibilities and Accountabilities of the Graduate Student .............................................................. - 4 -
    Clinical Placement .................................................................................................................................. - 4 -
    Required Forms and Agreements .......................................................................................................... - 5 -
    Attendance .............................................................................................................................................. - 6 -
    Absences .................................................................................................................................................. - 6 -
    Professional Dress and Behavior .......................................................................................................... - 6 -
Documentation ............................................................................................................................................. - 6 -
    Clinical Hours .......................................................................................................................................... - 6 -
    Evaluation of the Mentor / Preceptor and Clinical Site ..................................................................... - 7 -
    Mentor / Preceptor Evaluation of the Student ...................................................................................... - 7 -
Graduate Program Contacts ......................................................................................................................... - 7 -
Appendix A .................................................................................................................................................... - 8 -
Montana State University-Bozeman College of Nursing ......................................................................... - 8 -
Graduate Program ........................................................................................................................................ - 8 -
Clinical Placement Self-Evaluation ............................................................................................................. - 8 -
Appendix B .................................................................................................................................................... - 10 -
Montana State University-Bozeman College of Nursing ........................................................................ - 10 -
Clinical Nursing Course Confidentiality Agreement .................................................................................... - 10 -
Appendix C .................................................................................................................................................... - 11 -
Montana State University-Bozeman College of Nursing Graduate Program ........................................ - 11 -
Clinical Hours Summary ............................................................................................................................. - 11 -
Appendix D .................................................................................................................................................... - 12 -
List of Potential Mentors / Preceptors* ..................................................................................................... - 12 -
Appendix E .................................................................................................................................................... - 13 -
Internet Resources ........................................................................................................................................ - 13 -
Appendix F .................................................................................................................................................... - 14 -
Clinical Faculty Reference Guide ............................................................................................................... - 14 -
Appendix G .................................................................................................................................................... - 15 -
Sample Letter of Introduction .................................................................................................................... - 15 -
(To be developed) Appendix J .................................................................................................................... - 19 -
Appendix J .................................................................................................................................................... - 21 -
Record of Faculty / Student Contact .......................................................................................................... - 21 -
Documentation of Clinical Hours .............................................................................................................. - 22 -
CNS Adults Didactic and Clinical Hours Coursework Summary ............................................................... - 23 -

Created on 6/28/07
Introduction

This manual will assist CNS graduate students to achieve a successful clinical experience. Detailed within this manual are student responsibilities related to:

1) Requesting clinical placements
2) Establishing clinical objectives
3) Selecting mentors / preceptors and scheduling clinical hours
4) Preparing for the clinical practicum
5) Documenting clinical activities
6) Evaluating mentors / preceptors

The student will also find useful tools to complement this manual in the appendices. See the Appendices for important Internet Links, contact information, a summary of required clinical hours, evaluation forms, and other important documents.

Goals of the Clinical Practicum

The goal of the clinical practicum is to prepare students for advanced practice as clinical nurse specialists. The clinical practicum will allow students to:

1) Expand their exposure to clinical situations, strategies, and treatment modalities.
2) Apply theory to clinical practice.
3) Work with and learn from experienced clinicians (mentors / preceptors).
4) Develop and expand their clinical expertise.
5) Expand their knowledge of health care systems.
6) Collaborate with professionals in other disciplines in the provisions of health care services.
7) Develop the core competencies to function as a clinical nurse specialist.

Persons Involved in the Clinical Practicum

The clinical practicum has at its foundation a partnership among the student, mentor / preceptor, course coordinator, and clinical faculty.

Course Coordinator — Faculty member who has overall responsibility for the graduate course. For clinical courses, the Course Coordinator is required to be nationally certified as a CNS.

Clinical Faculty — Faculty member who supervises clinical experiences for students in a particular course. Clinical faculty are excellent resources and will assist students to develop their clinical plan and select clinical sites, and mentors / preceptors in a particular campus area. Clinical faculty are required to be actively involved in clinical practice and maintain national certification as a CNS.
**Mentor / Preceptor**—an experienced clinical nurse specialist, nurse practitioner, certified nurse midwife, nurse anesthetist, nurse educator, expert clinician, nurse manager, nurse educator, or physician who agrees to provide clinical experiences for students. Generally speaking, mentors provide short-term clinical experiences while preceptors work with students over a longer period of time. Each mentor / preceptor holds the appropriate educational preparation and certification required for his/her position.

**Who Can Act as a Mentor / Preceptor?**

**APRNs: Clinical Nurse Specialist / Nurse Practitioner / Nurse Midwife / Nurse Anesthetist**

1) Actively involved in clinical practice.
2) Nationally certified as an CNS, NP, CNM, or CRNA
3) Hold master’s degree with at least 1 year of clinical experience OR educated / certified as CNS, NP, and CNM with at least 1 year of clinical experience.
4) Recognized as an APRN in Montana OR recognized as APRN meeting federal guidelines. [Federal facility requirements for VA clinics, military, US Public Health Service Corps (USPHSC), etc]

**Nurse Educator / Expert Clinician / Nurse Manager**

1) Actively involved in clinical practice.
2) Recognized for their expertise through licensure, national certification, education, or reputation.
3) Hold doctorate, master’s degree, or bachelor’s degree with at least one year experience in their role

**Physician**

1) Actively involved in clinical practice.
2) Board certification preferred.
3) Licensed in Montana as MD / DO OR recognized as physician by federal guidelines.

**Responsibilities and Accountabilities of the Graduate Student**

**Clinical Placement**

1) Complete the *Clinical Placement Self-Evaluation* as directed by your clinical faculty (Appendix A).
2) Review clinical objectives for the course you are taking (course syllabus).
3) Develop individual clinical learning objectives
   a) Clinical objectives should be congruent and complement the course objectives and reflect the level of competency the student would like to achieve by the end of the semester, e.g., minimal competency, proficient, etc.
4) Using the self-evaluation, and individual learning objectives, develop a plan to meet the clinical objectives

Created on 6/28/07
a) Review the mentor / preceptor list when developing your plan (Appendix D).

5) Meet with the clinical faculty member assigned to the course you are taking.
   a) Discuss your self-evaluation, individual learning objectives, clinical plan, ideas for clinical sites, and potential mentors / preceptors.
   b) Gain approval for your clinical plan.
   c) Complete the Confidentiality Agreement Form and return it to your clinical faculty member (Appendix B).

6) Following approval of your plan, contact potential mentors / preceptors.
   a) Contact can be done using an introductory letter, telephone call, or e-mail.
   b) Please keep in mind the time needed for individuals to return contact. If no response in one week, make another contact.
   c) Depending on the type of experience, an interview with the mentor / preceptor might be required to determine goodness of fit.

Required Forms and Agreements

1) An agreement is required between MSU-Bozeman College of Nursing (CON) and each agency where you practice.
   a) Clinical faculty will see to it that the agency agreement is sent to your mentor / preceptor prior to your first clinical rotation.
   b) No student may attend clinical until the signed agency agreement is returned to Lynn Taylor, the Graduate Administrative Assistant.

2) Prior to starting clinical, the student is responsible for submitting updated student records to Lynn Taylor, the Graduate Administrative Assistant. Records include:
   a) Immunizations including Hepatitis B, varicella, and yearly PPD
   b) Professional CPR certification
   c) Standard Precautions
   d) Others TBD by CON

3) Obtain from your clinical faculty a signed Letter of Introduction (Appendix G) and course syllabus to give to your mentor / preceptor on or before the first clinical day.

4) Document clinical hours and submit to clinical faculty at semester’s end (Appendix K).

5) Complete an evaluation of your mentor / preceptor at the completion of your time with them and return it to clinical faculty (Appendix I)

Scheduling of Clinical Hours

Clinical practicum hours are scheduled at the convenience and availability of the mentor / preceptor.

1) Students, clinical faculty, and mentors / preceptors must agree on the days and times that the student will be in the clinical agency prior to beginning the practicum experience.
2) CNS I & II require 135 total clinical hours or approximately 9 clinical hours per week.
3) CNS III requires 225 total clinical hours or approximately 15 clinical hours per week.
4) Keep your clinical faculty member apprised of any changes in your clinical schedule.
Attendance

The student must complete the required clinical hours for each course to satisfactorily meet the course objectives.

1) Carefully plan your clinical hours with your mentor / preceptor to avoid conflicts.
2) It is the student’s responsibility to monitor and record the number of clinical hours.

Absences

1) Confirm the procedure of notifying the mentor / preceptor and clinical faculty for unexpected absences when developing the clinical plan for the semester.
2) When you cannot attend clinical on the scheduled day, the student must immediately notify the mentor / preceptor. Failure to notify the mentor / preceptor as negotiated prior to the beginning of the scheduled clinical day is unacceptable and may place the student and clinical placement in jeopardy.
3) Immediately notify the clinical faculty member of the absence.
4) Work with clinical faculty member and mentor / preceptor to reschedule missed hours and opportunities.
   a) Lost clinical hours due to absences must be completed before the end of the semester with the approval of clinical faculty and at the convenience of the mentor / preceptor.
   b) Keep in mind that rescheduling of missed clinical hours / extension of the clinical period with the preceptor cannot be assumed.

Professional Dress and Behavior

1) Students represent the CON and must present themselves as ambassadors of the program.
2) Reports of unprofessional behavior will result in the student being counseled subject to review by the College of Nursing Associate Dean.
3) Students should be professionally dressed (clinical site-specific attire) and wear an approved MSU-Bozeman, College of Nursing student ID badge.
4) Students are encouraged to send their mentor / preceptor a thank you note using CON letterhead. A copy of the letterhead can be obtained from the Administrative Assistant on any College of Nursing campus.

Documentation

Clinical Hours

Documentation of clinical hours is required for satisfactory completion of each clinical course and certification as an advanced practice nurse. It is the student’s responsibility to maintain documentation of clinical hours. If the student is in a specialty that is not limited to one mentor / preceptor but includes a broad scope of practice activities, the student should seek clinical faculty counsel related to recording each clinical activity and population e.g., chest x-ray interpretation with radiologist, acute patients on medical-surgical floor (Appendix K)
Evaluation of the Mentor / Preceptor and Clinical Site

Students are required to evaluate mentors / preceptors at the end of each clinical course (Appendix I). The evaluations must be returned to the clinical faculty before the course grade can be assigned.

Mentor / Preceptor Evaluation of the Student

Mentors / preceptors provide the student and clinical faculty with formative and summative evaluative data (Appendix H & H2).

1) Formative evaluation is the ongoing evaluation provided over the course of the semester. Formative evaluation is valuable to students because feedback can build the student’s confidence, as well as identify areas needing improvement (H2).

2) Summative evaluation is the final or summary evaluation of the student’s performance at the end of clinical practicum. The preceptor will document the summative evaluation on the form provided by the graduate program (Appendix H).

3) Students are responsible for collecting evaluative data from their mentors / preceptors. Work with your clinical faculty member to determine when evaluations are required.

Graduate Program Contacts

Associate Dean—Responsible for the Graduate Program
Dr. Donna Williams - Phone and email TBD

Administrative Assistant for Graduate Programs—Coordination of registration, financial awards, clinical paperwork, and graduate program information.
Ms. Lynn Taylor- 406-994-3500
lynnt@montana.edu

Coordinator-Family Nurse Practitioner—Faculty member responsible for the coordination of the FNP Program, including the clinical experiences. Required to be nationally certified FNP.
Ms. Deanna Babbb-406-771-4448
dbabb@montana.edu

CNS Certified College of Nursing Faculty Members

Dr. Wade Hill - 406-994-4011; whill@montana.edu
Dr. Susan Luparell – 406-771-4459; luparell@montana.edu
Ms. Dale Mayer – 406-243-5609; dmayer@montana.edu
Ms. Linda Torma – 406-243-2599; ltorma@montana.edu
Dr. Charlene Winters – 406-243-4608; winters@montana.edu
Appendix A  
Montana State University-Bozeman College of Nursing  
Graduate Program  
Clinical Placement Self-Evaluation

<table>
<thead>
<tr>
<th>Name:</th>
<th>Semester:</th>
</tr>
</thead>
</table>

1. In 3-5 years, where do I see myself working? (hospital setting, community setting, independent practice, rural/urban area, etc.)

2. What do I see as my nursing strengths? Professional strengths? Clinical strengths?

3. What are my clinical strengths and weaknesses in the following acute and chronic conditions:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiac</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respiratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endocrine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gastrointestinal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name:  

4. What clinical sites in my area would I like to work in?

5. Who are potential mentors / preceptors (CNS, NP, educators, physicians, expert clinicians…) in my area?

6. How do I propose developing competencies of APRN’s including:
   - Expert clinician
   - Educator
   - Consultant
   - Researcher/ utilization of research
   - Change agent
   - Mentoring and leadership development
   - Collaborator
   - Systems thinker
   - Critical thinker
Appendix B
Montana State University-Bozeman College of Nursing
Clinical Nursing Course Confidentiality Agreement

Students enrolled in the College of Nursing recognize the importance of protection of confidential information about patients and their families and of the operations of agencies where students are placed for clinical experiences. It is the obligation of every student to protect and maintain this confidentiality. All patient information stored via paper or computer system is considered confidential. It is the ethical and legal responsibility of all students to maintain and comply with all confidentiality requirements of the agencies used for clinical experiences.

As a student at Montana State University - Bozeman College of Nursing, I agree to the following:
1) I will protect the confidentiality of all patients, family and clinical agency information.
2) I will not release unauthorized information to any source.
3) I will not access or attempt to access information other than that information that I have authorized access to and need to know in order to complete my assignment as a student.
4) I will report breaches of this confidentiality agreement by others to my clinical faculty member and/or the course coordinator of N______. I understand that failure to report breaches is an ethical violation and subjects me to disciplinary action.
5) I will not put patient/family/clinical agency identifying information on any written work completed for any assignment.
6) I will not put patient/family/clinical agency identifying information on any stored information (disk or hard drive) on my own personal computer or on any other public or private computer.

____________________________________
Signature/Date

____________________________________
Printed Name

This form will be placed in my academic file; I was given a copy of this agreement for my records.
# Clinical Hours Summary

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Course number and title: N581 CNS Clinical Practice I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/year:</td>
<td></td>
</tr>
<tr>
<td>Faculty name:</td>
<td></td>
</tr>
<tr>
<td>Required clinical hours: 135</td>
<td></td>
</tr>
<tr>
<td>Total clinical hours achieved:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Clinical Site/s</th>
<th>Hours</th>
<th>Activities</th>
<th>Number &amp; Types of Clients Seen (eg-adults, acute or chronic diabetes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clinical faculty signature: _____________________________________________ Date: __________________

<table>
<thead>
<tr>
<th>Course Number and Title: N582 CNS Clinical Practice II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/Year:</td>
</tr>
<tr>
<td>Faculty Name:</td>
</tr>
<tr>
<td>Required clinical hours: 135</td>
</tr>
<tr>
<td>Total clinical hours achieved:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Clinical Site/s</th>
<th>Hours</th>
<th>Activities</th>
<th>Number &amp; Types of Clients Seen (eg-adults, acute or chronic diabetes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clinical faculty signature: _____________________________________________ Date: __________________

<table>
<thead>
<tr>
<th>Course number and title: N583 CNS Clinical Practice III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/year:</td>
</tr>
<tr>
<td>Faculty name:</td>
</tr>
<tr>
<td>Required clinical hours: 225</td>
</tr>
<tr>
<td>Total clinical hours achieved:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Clinical Site/s</th>
<th>Hours</th>
<th>Activities</th>
<th>Number &amp; Types of Clients Seen (eg-adults, acute or chronic diabetes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clinical faculty signature: _____________________________________________ Date: __________________
Appendix D
List of Potential Mentors / Preceptors*

**Billings Area**
Jeannine Brant, RN, MS, AOCN
Monica Maher, APRN-BC
Connie Olsen, RN
Martha Allen, RN
Cindi Austin, RN, CCRN
Anne Burnell, RN
Diane Truchot, APRN-NP
Bob Williams, R,Ph. IPHARM Project Coordinator
Jim Schermele, RRT
Cristi Allen, RRT
Chris Vandenberg, RRT

**Great Falls Area**
Liz O’Connor, FNP
Martha Judice, FNP
Kris Lattin-Jackson, RN
Pam Tice, RN
Patty Olson, RN
Audrey Goyette, RN
Deanna Babb, FNP
Jim Ekstedt, RN, RRT
Susan Hobbs, ACNP

Harold Feldman, MD
Jim Hinde, MD
Brett Williams, MD

*Obtain additional names from your clinical faculty member*
Appendix E

Internet Resources

Agency for Healthcare Research and Quality
http://www.ahcpr.gov/

American Association of Colleges of Nursing
http://www.aacn.nche.edu/Education/index.htm

American Association of Critical Care Nurses
http://www.aacn.org

American Nurses Association
http://www.nursingworld.org/

American Nurses Credentialing Center
http://www.nursingworld.org/ancc/

Medline
http://medline.cos.com/

Medscape
http://www.Medscape.com

Montana State University-Bozeman College of Nursing
http://www.montana.edu/nursing

National Association Clinical Nurse Specialists
http://www.nacns.org

NCG- National Guideline Clearinghouse
http://www.guideline.gov/

National Institute of Nursing Research
http://nintr.nih.gov/nintr/

Nurse Practitioner Resources
http://nurseweb.ucsf.edu/www/arwwebpg.htm

Palm resources
http://www.ncemi.org/cgi-ncemi/edlist.pl?f=edlinks/palm.txt

Sigma Theta Tau International
http://www.nursingsociety.org/

Western Institute of Nursing
http://www.oahwu.edu/son/win/
Appendix F
Clinical Faculty Reference Guide

The following information will assist clinical faculty in their supervision of CNS students.

Clinical Faculty Responsibilities
1) Meet with students to discuss self-evaluation, individual learning objectives, clinical sites,
   identify mentors / preceptors, and determine a clinical plan.
   a) Refer to the list of certified CNSs in Montana (obtain from Lynn Taylor)
2) Determine need for agency agreement.
   a) Agency agreements already in place for the College of Nursing are sufficient and need
      not be duplicated; check with Lynn Taylor to see if existing agreements include graduate
      students; if not, an agency agreement is needed.
   b) Send mentor / preceptor’s complete name, credentials, address, e-mail, and telephone
      number to Lynn Taylor, the Graduate Administrative Assistant (lynnt@montana.edu).
   c) Agency agreement form and self-addressed, stamped envelope is sent directly to the
      mentor / preceptor by Lynn Taylor.
      i) Lynn Taylor will notify the clinical faculty member when the signed agency
         agreement is received.
3) Assist students in coordinating student experience with the mentor / preceptor.
4) Students are responsible for contact mentors / preceptors and negotiating clinical hours / activities.
5) Send or provide the student a Letter of Introduction (Appendix G) and course syllabus to take to the mentor / preceptor. The letter introduces the clinical faculty member, provides contact information, and lists the required clinical hours.
6) Review with student the need for required mentor / preceptor evaluation of student (Appendix H and H2).
7) Facilitate mentor / preceptor role development; Maintain contact with mentor / preceptor appropriate to the clinical experience to gather evaluative data.
8) Students should notify clinical faculty of:
   a) Mentor / preceptor agreement to serve.
   b) Clinical schedule / changes to schedule.
   c) Missed clinical hours.
9) Students may not start clinical until these documents are on file with Lynn Taylor:
   a) Signed Agency Agreement
   b) Confidentiality Form (clinical faculty obtain signature and should keep a copy)
   c) Immunization records (Hepatitis B, varicella, yearly PPD)
   d) Professional CRP certification
   e) Standard precautions
   f) Others TBD by CON
10) Contact students on a weekly / biweekly basis for N581, N582, N583 to discuss clinical activities, and role issues.
11) Complete clinical faculty contact / site visit form (Appendix J).
12) Track student’s clinical hours. Complete Clinical Hours Summary (Appendix C).
13) Collect student’s completed Documentation of Clinical Hours form (Appendix K).
14) Complete mid-term and end-of-term clinical evaluation of student.
15) Request and review mentor / preceptor evaluation of student (Appendix H or H2).
16) Collect and review student evaluation of mentors / preceptors (Appendix I).
Appendix G
Sample Letter of Introduction

Print on College of Nursing Letterhead

Date

Dear Mentor / Preceptor

Thank you for agreeing to serve as mentor/preceptor for ________________________, a graduate student in the clinical nurse specialist (CNS) program at Montana State University-Bozeman. Attached is the syllabus for the current clinical course in which the CNS student is enrolled.

While enrolled in clinical courses in the Clinical Nurse Specialist Program, students are assigned an MSU-Bozeman clinical faculty member to oversee their clinical experiences. I will be working with (name of student) this semester and will contact you periodically to see how things are progressing. Please contact me for any concerns or questions you might have. You can reach me at (phone) or by email at: ________________.

I hope the semester will provide a meaningful experience for both you and (name of student). Thank you for your support of nursing education.

Sincerely,

Faculty name / credentials
Clinical Nurse Specialist Clinical Faculty
Enclosure: Course Syllabus
Appendix H  
Montana State University-Bozeman College of Nursing  
Clinical Nurse Specialist Program  
Mentor/Preceptor Evaluation of Student

Preceptor Name  ________________________________  
Student Name  ________________________________  
Agency   ________________________________  
Date ________________  

Please assist with the evaluation of the clinical Nurse Specialist student by completing this evaluation tool. Please check the box that corresponds with the number from 1 to 5 which best represents your evaluation of the listed behavior. Feel free to include any additional written comments or suggestions.  
NA = Cannot evaluate, 1 = Unsatisfactory, 2 = Needs improvement, 3 = Average, 4 = Above average, 5 = Excellent

<table>
<thead>
<tr>
<th>Behavior</th>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical expertise:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates use of evidence based assessments and treatments of illness and risk behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Able to conduct comprehensive assessment, differential diagnosis, and interventions to treat or prevent illness if disease is present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates health promotion activities that reduce risk behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Able to prioritizes problems appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Skills:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates excellent communication skills including listening, validating, reflecting, providing constructive feedback and conveying a caring attitude.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates critical thinking, decision-making, and ability to synthesize scientific knowledge and to participate in clinical research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. able to use collaborative systems thinking and change theory in clinical situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration Skills:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Able to work jointly with others in interdisciplinary as well as multidisciplinary collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Demonstrate professional attributes and leadership skills necessary for collaboration activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consultation Skills:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates ability to consult (seeking and giving and receiving help) for complex patient problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Demonstrates ability to consult (seeking and giving and receiving help) for agency staff issues and program development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. Demonstrates ability to consult (seeking and giving and receiving help) on professional issues related to practice issues, best practice models, systems change strategies and professional development.

**Professional Attributes:**

14. Demonstrates honesty and personal integrity

15. Actively seeks new learning experiences

16. Demonstrates knowledge of one’s own strengths and weaknesses and a willingness to solicit and accept peer review

**Ethical conduct:**

17. Able to analyze clinical issues in an ethical manner

18. Serve as an advocate for clients, families and other nurses

Additional Comments:

I verify that the student, __________________________, worked _______ hours in __________________________ (agency/unit) during the ___________(semester/year).

____________________________________________________
Preceptor Signature    Date

____________________________________________________
Student Signature     Date

Created on 6/28/07
Appendix H2
Montana State University-Bozeman College of Nursing
Clinical Nurse Specialist Program
Mentor/Preceptor Short Evaluation of Student

Preceptor Name ____________________________  Student Name ___________________
Agency ________________________________  Date __________________________

Please assist with the evaluation of the clinical Nurse Specialist student by completing this brief
evaluation tool using following guide:
NA = cannot evaluate, 1 = unsatisfactory, 2 = average, 3= above average 4 = excellent

<table>
<thead>
<tr>
<th>Clinical Objectives</th>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate advanced proficiency in physical assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate proficiency interpretation of diagnostic tests in clinical setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate beginning proficiency facilitating interdisciplinary teams.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Discuss &amp; apply clinical practice guidelines in a variety of clinical settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Develop beginning level CNS competencies in the role of expert clinician, educator, care consultant and care manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate professionalism, sought out learning opportunities in the clinical setting, and exhibited insight in relation to psychosocial needs of clients and families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Demonstrate critical thinking in the clinical setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I
Student Evaluation of Mentor / Preceptor
Montana State University-Bozeman
College of Nursing
Preceptor Evaluation Tool

Preceptor Name: _____________________________ Date: _____________________________
Agency: _____________________________ Course: _____________________________
Student Evaluator or Faculty Evaluator: ____________________________________________

The preceptor listed above has served as a preceptor for a MSU nursing student. As the student evaluator or faculty evaluator your observations of the individual’s skills as a preceptor would be greatly valued. Please rate the individual on how frequently she/he demonstrates the following characteristics.

RATING SCALE
1 = Unsatisfactory
2 = Needs Improvement
3 = Average
4 = Above Average
5 = Excellent

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Role Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Provides patient care according to professional practice standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Acts according to established agency and unit policies and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Maintains mature and effective working relationships with members of the health care team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Uses resources effectively and appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates effective verbal and written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates leadership skills and critical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Priority setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Work delegation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Work organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Ethical considerations for practice decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Provider of high quality cost effective care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHARACTERISTIC</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----------</td>
</tr>
<tr>
<td>Facilitator of Socialization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Recognizes characteristics that may be new to the student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Contrasts the value systems of the work setting with those of MSU’s College of Nursing (blending the academic with the real world)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Identifies a mutually agreed upon set of learning needs with the student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Paces clinical experience to balance patient, agency, and student’s needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Formulates a mutually acceptable learning style preferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Determines the student’s clinical performance ability through both formative and summative evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Provides feedback and critique of documentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

______________________________
Signature  *(Student or Faculty)*  
*Circle one*
## Appendix J

**Record of Faculty / Student Contact**

<table>
<thead>
<tr>
<th>Date</th>
<th>Method of Contact</th>
<th>Notes</th>
</tr>
</thead>
</table>

...
## Appendix K
Documentation of Clinical Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Activity</th>
</tr>
</thead>
</table>

Created on 7/19/2007 11:39:00 AM 7/19/2007
### Laboratory Credit Definition:
Clinical Lab = 3:1 hour ratio (eg, 3 clinical credits x 3 hours/wk = 9 hours/wk)
College Lab = 2:1 hour ratio (eg, 3 college credits x 2 hours/wk = 6 hours/wk)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Course</th>
<th>Course Name</th>
<th>Course Credits</th>
<th>Lecture Clock Hours</th>
<th>Total Lecture Clock Hours</th>
<th>College/Clinical Lab Credit Clock Hours</th>
<th>Total Clinical lab hrs</th>
<th>Total College lab hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>N521</td>
<td>Theory and Research in Nursing</td>
<td>5 (5 lec)</td>
<td>5 hr/wk x 15 wks</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>N550</td>
<td>Advanced Health Assessment</td>
<td>3 (1 lec; 1 college lab; 1 clin lab)</td>
<td>1 hr/wk x 15 wks</td>
<td>15</td>
<td>3 hr/wk x 15 wks</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Fall</td>
<td>N552</td>
<td>Administration and Organization of Health Care Systems</td>
<td>2 (2 lec)</td>
<td>2 hr/wk x 15 wks</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spr</td>
<td>N522</td>
<td>Advanced Practice Nursing: Roles and Issues</td>
<td>2 (1 lec; 1 R/D)</td>
<td>2 hr/wk x 15 wks</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spr</td>
<td>N531</td>
<td>Rural Health: Needs and Perceptions</td>
<td>3 (2 lec; 1 college lab)</td>
<td>2 hr/wk x 15 wks</td>
<td>30</td>
<td>2 hr/wk x 15 wks</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Spr</td>
<td>N553</td>
<td>Finance and Budget of Health Care Systems</td>
<td>2 (2 lec)</td>
<td>2 hr/wk x 15 wks</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spr</td>
<td>N555</td>
<td>Concepts of Family Care</td>
<td>2 (2 lec)</td>
<td>2 hr/wk x 15 wks</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sem</td>
<td>Course</td>
<td>Course Name</td>
<td>Course Credits</td>
<td>Lecture Clock Hours</td>
<td>Total Lecture Clock Hours</td>
<td>College/Clinical Lab Credit Clock Hours</td>
<td>Total Clinical lab hrs</td>
<td>Total College lab hrs</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------</td>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>N517</td>
<td>Fundamentals of Pharmacotherapeutics</td>
<td>1</td>
<td>(1 lec)</td>
<td>1 hr/wk x 15 wks =</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>N560</td>
<td>Advanced Physiological / Pathophysiological Concepts in Primary Care</td>
<td>4</td>
<td>(4 lec)</td>
<td>4 hr/wk x 15 wks =</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>N565</td>
<td>Principles of Population-based Health</td>
<td>3</td>
<td>(2 lec; 1 college lab)</td>
<td>2 hr/wk x 15 wks =</td>
<td>30</td>
<td>2 hr/wk x 15 wks =</td>
<td>30</td>
</tr>
<tr>
<td>Spr</td>
<td>N581</td>
<td>Clinical Nurse Specialist I</td>
<td>6</td>
<td>(3 lec; 3 clinical lab)</td>
<td>3 hr/wk x 15 wks =</td>
<td>45</td>
<td>9 hr/wk x 15 wks =</td>
<td>135</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>N519</td>
<td>Pharmacotherapeutics for Middle Aged Adults</td>
<td>1</td>
<td>(1 lec)</td>
<td>1 hr/wk x 15 wks =</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>N520</td>
<td>Pharmacotherapeutics for Older Adults</td>
<td>1</td>
<td>(1 lec)</td>
<td>1 hr/wk x 15 wks =</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>N582</td>
<td>Clinical Nurse Specialist II</td>
<td>6</td>
<td>(3 lec; 3 clinical lab)</td>
<td>3 hr/wk x 15 wks =</td>
<td>45</td>
<td>9 hr/wk x 15 wks =</td>
<td>135</td>
</tr>
<tr>
<td>Spr</td>
<td>N583</td>
<td>Clinical Nurse Specialist III</td>
<td>6</td>
<td>(1 sem; 5 clinical lab)</td>
<td>1 hr/wk x 15 wks =</td>
<td>15</td>
<td>15 hr/wk x 15 wks =</td>
<td>225</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td>47</td>
<td></td>
<td>480</td>
<td></td>
<td>540</td>
<td>90</td>
</tr>
</tbody>
</table>