



## Clinical Nurse Leader Program

Clinical Manual  
2009-2010

# Table of Contents

Introduction.....	3
Goals of the Clinical Practicum .....	3
Persons Involved in the Clinical Practicum.....	4
Who Can Act as a Mentor / Preceptor? .....	4
Clinical Nurse Leader .....	4
Advanced Practice Registered Nurses; Clinical Nurse Specialists, Nurse Practitioner / Nurse Midwife / Nurse Anesthetist .....	4
Nurse Educator / Expert Clinician / Nurse Manager .....	4
Administrators / Outcomes Managers / Risk Managers .....	5
Physicians .....	5
Responsibilities and Accountabilities of the Graduate Student.....	5
Clinical Placement .....	5
Required Forms and Agreements.....	6
Scheduling of Clinical Hours.....	6
Clinical Hours .....	6
Attendance / Absences .....	6
Professional Dress and Behavior .....	7
Mentor / Preceptor Evaluation of the Student.....	7
Additional Resources .....	8
CNL Option Contacts .....	8
Internet Resources.....	8
CNL Didactic and Clinical Hours Coursework .....	10

## Appendices

<b>Appendix A</b>	
Clinical Self-Evaluation Tool .....	11
<b>Appendix B</b>	
Clinical Nursing Course Confidentiality Agreement.....	16
<b>Appendix C</b>	
Sample Letter of Introduction.....	17
<b>Appendix D</b>	
Clinical Hours Summary.....	18
<b>Appendix E</b>	
Evaluation of Mentor / Preceptor by Student .....	19
<b>Appendix F</b>	
Mentor / Preceptor Short Evaluation of Student.....	21

## Introduction

This manual has been designed to assist CNL graduate students with their 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

## Goals of the Clinical Practicum

The goal of the clinical practicum is to prepare you for practice as Clinical Nurse Leaders. Together with the didactic portion of your program of study, the clinical practicum allows you the opportunity to develop beginning level competencies in the following broad areas.

- **Clinician:** designer/coordinator/integrator/evaluator of care to individuals, families, groups, communities, and populations; able to understand the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments. The CNL provides care at the point of care to individuals across the lifespan with particular emphasis on health promotion and risk reduction services.
- **Outcomes Manager:** synthesizes data, information and knowledge to evaluate and achieve optimal client outcomes.
- **Client Advocate:** adept at ensuring that clients, families and communities are well-informed and included in care planning and is an informed leader for improving care. The CNL also serves as an advocate for the profession and the interdisciplinary health care team.
- **Educator:** uses appropriate teaching principles and strategies as well as current information, materials and technologies to teach clients, groups and other health care professionals under their supervision.
- **Information Manager:** able to use information systems and technology that put knowledge at the point of care to improve health care outcomes.
- **Systems Analyst/Risk Anticipator:** able to participate in systems review to improve quality of client care delivery and at the individual level to critically evaluate and anticipate risks to client safety with the aim of preventing medical error.
- **Team Manager:** able to properly delegate and manage the nursing team resources (human and fiscal) and serve as a leader and partner in the interdisciplinary health care team.
- **Member of a Profession:** accountable for the ongoing acquisition of knowledge and skills to effect change in health care practice and outcomes and in the profession.

- **Lifelong Learner:** recognizes the need for and actively pursues new knowledge and skills as one's role and needs of the health care system evolves.

### **Persons Involved in the Clinical Practicum**

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

Course Faculty—Faculty member who has overall responsibility for the graduate course and who supervises clinical experiences for CNL students. Faculty are excellent resources and will assist students to develop their clinical plan and select clinical sites, and mentors / preceptors.

Mentor / Preceptor—an experienced clinician and leader 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/or certification required for his/her position.

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

#### Clinical Nurse Leader

- Actively involved in clinical practice.
- Nationally certified as a CNL (optional).
- Holds a master's degree with at least 1 year of clinical experience.

#### Advanced Practice Registered Nurses (APRN): Clinical Nurse Specialist / Nurse Practitioner / Nurse Midwife / Nurse Anesthetist

- Actively involved in clinical practice.
- Nationally certified as a NP, CNM, CNS, or CRNA
- Holds master's degree with at least 1 year of clinical experience or educated / certified as a CNS, NP and/or CNM with at least 1 year of clinical experience.
- 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

- Actively involved in clinical practice.
- Recognized for their expertise through licensure, national certification, education, or reputation.
- Holds a bachelor's, masters, and/or doctorate degree with at least one year experience in their role.

### Administrators / Outcomes Managers / Risk Managers

- Actively involved in clinical practice / health care.
- Recognized for their expertise through licensure, national certification, education, or reputation.
- Holds a bachelor's, master's, and/or doctorate degree with at least one year experience in their role.

### Physician

- Actively involved in clinical practice.
- Board certification preferred.
- 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 Self-Evaluation Tool* and submit to the clinical faculty assigned to N506, N507, and N508 prior to the start of the semester (**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
5. Meet with the faculty instructor.
  - 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. Return it to your 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 College of Nursing (CON) and each agency where you practice.
  - a) 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 the faculty instructor.

2. You must have a current compliance card from the Associate Dean for Research and Graduate Education before entering the clinical setting.
3. Obtain from your faculty a signed Letter of Introduction (**Appendix C**) and course syllabus to give to your mentor / preceptor on or before the first clinical day.
4. Complete and submit to agency all activities / forms required of students.
5. Document clinical hours and submit to faculty at semester's end (**Appendix D**).
6. Complete an evaluation of your mentor / preceptor at the completion of your time with them and return it to clinical faculty (**Appendix E**). Note: The evaluations must be returned to the clinical faculty before the course grade can be assigned (does not apply to N508).

### Scheduling of Clinical Hours

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

1. Students, 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. N506 and N507 require 45 total clinical hours or approximately 3 clinical hours per week.
3. N508 requires 360 total clinical hours or approximately 24 clinical hours per week.

### Clinical Hours

Documentation of clinical hours is required for satisfactory completion of each clinical course and certification as a CNL. It is the student's responsibility to maintain documentation of clinical hours (**Appendix D**). If the student is in a course that is not limited to one mentor / preceptor but includes a broad scope of practice activities, the student should seek faculty counsel.

### Attendance / Absences

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.
3. Confirm the procedure of notifying the mentor / preceptor and faculty for unexpected absences when developing the clinical plan for the semester.
4. 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.
5. Immediately notify the faculty member of the absence.
6. Work with 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 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

- Students represent the College of Nursing and must present themselves as ambassadors of the graduate program.
- Reports of unprofessional behavior will result in the student being counseled subject to review by the College of Nursing Associate Dean for Research and Graduate Education.
- Students should be dressed professionally (site-specific attire) and wear an approved MSU College of Nursing student ID badge.
- Students are encouraged to send their mentor / preceptor a thank you note.

### Mentor / Preceptor Evaluation of the Student

Mentors / preceptors provide the student and clinical faculty with formative and summative evaluative data (**Appendix F**). (This does not apply to N508.)

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

## **Additional Resources**

### CNL Option Contacts

CNL Grant Project Director – Dr. Charlene “Charlie” Winters – 406-243-4608;  
[winters@montana.edu](mailto:winters@montana.edu)

### College of Nursing CNL Faculty Members

Dr. Wade Hill - 406-994-4011; [whill@montana.edu](mailto:whill@montana.edu)  
Dr. Elizabeth Kinion – 406- 334-2725; [ekinion@montana.edu](mailto:ekinion@montana.edu)  
Dr. Sandy Kuntz– 406-243-2551; [skuntz@montana.edu](mailto:skuntz@montana.edu)  
Dr. Susan Luparell – 406-771-4459; [luparell@montana.edu](mailto:luparell@montana.edu)  
Ms. Linda Torma – 406-243-2599; [ltorma@montana.edu](mailto:ltorma@montana.edu)

## Internet Resources

Agency for Healthcare Research and Quality  
<http://www.ahrq.gov/>

American Association of Colleges of Nursing  
<http://www.aacn.nche.edu/CNL/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 Leaders  
<http://www.naCNL.org>

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

National Institute of Nursing Research  
<http://ninr.nih.gov/ninr/>

Nurse Practitioner Resources  
<http://nurseweb.ucsf.edu/www/arwwbpg.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.ohsu.edu/son/win/>

**Clinical Nurse Leader  
Didactic and Clinical Hours Coursework Summary**

**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)

Sem	Course	Course Name	Course Credits		Lecture Clock Hours	Total <b>Lecture</b> Clock hrs	College/Clinical Lab Credit Clock Hours	Total <b>Clinical</b> lab hrs	Total <b>College</b> lab hrs
<b>Year 1</b>									
Fall	N505	Evidence Based Practice	4	(4 lec)	4 hr/wk x 15 wks =	60			
Fall	N517	Fundamentals of Pharmacotherapeutics	1	(1 lec)	1 hr/wk x 15 wks =	15			
Fall	N550	Advanced Health Assessment	3	(2 lec; 1 college lab)	2 hr/wk x 15 wks =	30	2 hr/wk x 15 wks =		30
Fall	N560	Advanced Physiology and Pathophysiology	4	(4 lec)	4 hr/wk x 15 wks =	60			
Spr	N506	Management of Care Environments	4	(3 lec; 1 clinical lab)	3 hr/wk x 15 wks =	45	3 hr/wk x 15 wks =	45	
Spr	N507	Management of Clinical Outcomes	4	(3 lec; 1 clinical lab)	3 hr/wk x 15 wks =	45	3 hr/wk x 15 wks =	45	
Spr	N553	Finance and Budget of Health Care Systems	2	(2 lec)	2 hr/wk x 15 wks =	30			
<b>Year 2</b>									
Fall	N508	Clinical Leadership Practicum	8	(8 clinical lab)			24 hr/wk x 15 wks =	360	
<b>Totals</b>			<b>30</b>			<b>285</b>		<b>450</b>	<b>30</b>

## Appendix A

### Clinical Self-Evaluation Tool

The major End-of-Program competencies within each major role function to be achieved in this program are drawn from the White Paper on the Education and Role of the Clinical Nurse Leader (2007). There are required clinical experiences that guide achievement of end-of-program competencies. The student should strive to address a majority of the clinical experiences in order to successfully achieve each end-of-program competency. Satisfactory clinical performance depends upon obtaining an overall *satisfactory* evaluation from the clinical instructor in each of the 8 major clinical role functions (Advocate, Member of a Profession, Team Manager, Information Manager, System Analyst/Risk Anticipator, Clinician, Outcomes Manager, Educator).

The end-of-program competencies associated with each of the CNL role functions represent a learning/experiential growth continuum and a set of knowledge, skills and attitudes necessary for the broad practice of the clinical nurse leader. In order to accurately gauge an individual student's progress in future clinical course work, it is important to assess the student's current status regarding these competencies. Students come to this program with a variety of backgrounds and clinical experiences that may or may not have fostered the development of CNL competencies. This baseline measure of CNL competence allows the faculty to individualize and plan clinical activities for each student that accentuates strengths and movement toward achievement of the end-of-program competencies. The baseline assessment will also be used by the student and faculty to monitor an individual's progress toward achievement of the end-of-program competencies.

In order to complete this self-evaluation, each student should:

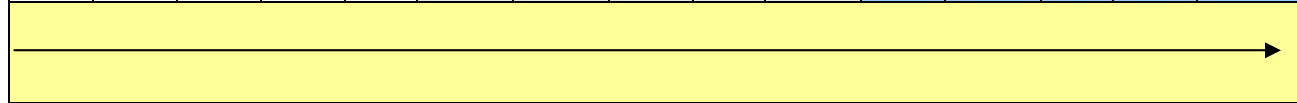
- Examine the end-of-program competencies and required clinical experiences identified for each of the 8 Clinical Nurse Leader Roles;
- Provide a baseline measure of competency for the required clinical experiences within each role using the Awareness-Knowledge-Proficiency rating scale;

For example, Competency 2.2 is "*Revise patient care based on analysis of outcomes and evidence-based knowledge.*" Examples of self-evaluation ratings include:

- A rating of A1 would reflect a beginning/basic level of mastery in the ability to identify this particular concept or skill;
  - A rating of K1 would indicate a beginning/basic level of mastery in the ability to apply, describe and perform a particular concept or skill;
  - A rating of P3 would indicate an intermediate level of mastery regarding the ability to synthesize, critique or teach the skill.
  - A rating of NO indicates that there were no opportunities to evaluate student awareness, knowledge or proficiency regarding this competency.
- Explain the basis of these ratings in the student comments sections (strengths/weaknesses) for each role.

## Clinical Nurse Leader Competencies and Clinical Experiences Rating Scale Continuum

1=beginning/basic level of mastery, 3=intermediate level of mastery, 5=advanced level of mastery

AWARENESS (A)					KNOWLEDGE (K)					PROFICIENCY (P)				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
														

### Definitions:

- **Awareness:** Individual may be able to identify the concept or skill.
- **Knowledge:** Individual is able to apply, describe and perform the skill.
- **Proficiency:** Individual is able to synthesize, critique or teach the skill.
- **No Opportunity (NO):** No opportunity to rate awareness, knowledge of proficiency regarding this clinical experience.

1. **CLINICIAN:** Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso- and microsystems on the microsystem; assimilates and applies research-based information to design, implement and evaluate client plans of care.

Clinical Experiences		A	K	P	NO
1	Plans and delegates care for clients with multiple chronic health problems, identifies nursing interventions to impact outcomes of care.				
2	Using an existing database, evaluates aggregate care outcomes for a designated microsystem with focus on specific nursing interventions.				
3	Contributes to interdisciplinary plans of care based on best practice guidelines and evidence-based practice.				

Strengths:

Weaknesses:

2. **OUTCOMES MANAGER:** Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.

Clinical Experiences		A	K	P	NO
1	Coordinates care for a group of patients based on desired outcomes consistent with evidence-based guidelines and quality care standards.				
2	Revise patient care based on analysis of outcomes and evidence-based knowledge.				
3	Analyzes unit resources and set priorities for maximizing outcomes.				
4	Conducts a patient care team research review seminar.				

Strengths:

Weaknesses:

- ADVOCATE:** Effects change through advocacy for the profession, interdisciplinary health care team and the client; communicates effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.

Clinical Experiences		A	K	P	NO
1	Identifies clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and client-centered care.				
2	Communicates within a conflict milieu with nurses and other health care professionals who provide care to the same clients in that setting and in other settings.				
3	Reviews and evaluates patient care guidelines/protocols and implements a guideline to address an identified patient care issue like pain management or readiness for discharge; follows up to evaluate the impact on the issue.				
4	Discovers, disseminates and applies evidence for practice and for changing practice.				
5	Participates in development of or change in policy within the health care organization.				
6	Identifies potential equity and justice issues within the health care organization.				
7	Presents to appointed/elected officials regarding a health care issue with a proposal for change.				
8	Analyzes the care of a patient cohort and the care environment in light of ANA Nursing Standards of Care and Code of Ethics.				

Strengths:

Weaknesses:

- EDUCATOR:** Uses appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of clients, groups and other health care professionals.

Clinical Experiences		A	K	P	NO
1	Presents a seminar or case study at a grand rounds or team meeting.				
2	Conducts health education of individual patient or cohort based on risk profile.				
3	Creates or reviews an education module directed at patients and staff; develop a self-management guide for patients and families.				
4	Develops and implements a professional development session for other professional nursing and ancillary staff.				
5	Develops a health education plan for a unit-specific issue common to				

Clinical Experiences		A	K	P	NO
	multiple clients.				
6	Implements & evaluates the health education plan, evaluating the role of the team, the teaching learning methods used, the client interactions, the expected & actual outcomes, including health status changes.				

Strengths:

Weaknesses:

5. **INFORMATION MANAGER:** Uses information systems and technology at the point of care to improve health care outcomes.

Clinical Experiences		A	K	P	NO
1	Using patient information system data, designs and implements a plan of care for a cohort of patients.				
2	Uses aggregate data sets to prepare reports and justifies needs for select care improvements.				
3	Evaluates the impact of new technologies on nursing staff, patients and families.				

Strengths:

Weaknesses:

6. **SYSTEM ANALYST/RISK ANTICIPATOR:** Participates in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.

Clinical Experiences		A	K	P	NO
1	Participates in establishing and reviewing interdisciplinary patient care plans with team.				
2	Applies evidence-based practice as basis for client care decisions.				
3	Conducts a microsystem analysis by: <ul style="list-style-type: none"> <li>• Identifying a clinical issue with a focus on a population</li> <li>• Conducting a trend analysis of incident reports</li> <li>• Evaluating a sentinel event and conducting a root cause analysis</li> <li>• Incorporating analysis of outcome data</li> <li>• Analyzing barriers and facilitators within the organization related to the identified issue</li> <li>• Writing an action plan related to the analysis</li> <li>• Presenting/disseminating to appropriate audience</li> </ul>				
4	Works with quality improvement team and engage in designing and implementing a process for improving patient safety.				

Strengths:

Weaknesses:

7. **TEAM MANAGER:** Properly delegates and utilizes the nursing team resources (human and fiscal) and serves as a leader and partner in the interdisciplinary health care team.

Clinical Experiences		A	K	P	NO
1	Designs, coordinates, and evaluates plans of care for a cohort of patients incorporating patient/family input and team member input.				
2	Monitors/delegates care in the patient care setting.				
3	Presents to the multidisciplinary team a cost saving idea that improves patient care outcomes and improves efficiency.				
4	Conducts a multidisciplinary team meeting; incorporates client and/or family as part of the team meeting.				

Strengths:

Weaknesses:

8. **MEMBER OF A PROFESSION:** Actively pursues new knowledge and skills as the CNL role, needs of clients, and the health care system evolve.

Clinical Experiences		A	K	P	NO
1	Develops a life long learning plan for self.				
2	Speaks at a public engagement to a public forum.				
3	Participates in a professional organization/or agency wide committee.				

Strengths:

Weaknesses:

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**(Please send this self-evaluation tool to the lead instructor of N506 (Linda Torma, [ltorma@montana.edu](mailto:ltorma@montana.edu)) or N507 (Sandra Kuntz, [skuntz@montana.edu](mailto:skuntz@montana.edu)).**

## 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.

## Appendix C

### Sample Letter of Introduction

Print on College of Nursing Letterhead

Date

Dear Mentor / Preceptor

Thank you for agreeing to serve as mentor/preceptor for < enter student name >, a graduate student in the Clinical Nurse Leader (CNL) program at Montana State University in Bozeman. Attached is the syllabus for < enter course number > the current clinical course in which the CNL student is enrolled.

While enrolled in clinical courses in the Clinical Nurse Leader Program, students are assigned an MSU clinical faculty member to oversee their clinical experiences. I will be working with < enter student name > 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 < enter phone number > or by email at < enter email address >.

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

Sincerely,

Faculty name / credentials  
Clinical Nurse Leader Clinical Faculty

Enclosure: Course Syllabus

## Appendix D Clinical Hours Summary

**Student name:**

Course number and title: N506

Semester/year:

Faculty name:

Required clinical hours: 45

Total clinical hours achieved:

Date	Clinical Site/s	Hours	Activities	Number & Types of Clients (eg-adults, acute or chronic diabetes) and/or Professionals involved (VP for nursing, Risk Manager)

**Clinical faculty signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Course Number and Title: N507

Semester/Year:

Faculty Name:

Required clinical hours: 45

Total clinical hours achieved:

Date	Clinical Site/s	Hours	Activities	Number & Types of Clients (eg-adults, acute or chronic diabetes) and/or Professionals involved (VP for nursing, Risk Manager)

**Clinical faculty signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Course number and title: N508

Semester/year:

Faculty name:

Required clinical hours: 360

Total clinical hours achieved:

Date	Clinical Site/s	Hours	Activities	Number & Types of Clients (eg-adults, acute or chronic diabetes) and/or Professionals involved (VP for nursing, Risk Manager)

**Clinical faculty signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix E

### Montana State University College of Nursing Evaluation of Mentor/Preceptor by Student

Mentor/Preceptor Name \_\_\_\_\_ Course \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

Student or Faculty Evaluator \_\_\_\_\_

The individual listed above has served as a mentor/preceptor for a MSU nursing student. As the student evaluator or faculty evaluator your observations of this 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

CHARACTERISTIC	1	2	3	4	5	COMMENTS
<b>Professional Role Model</b> 1. Provides patient care according to professional practice standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Acts according to established agency and unit policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Maintains mature and effective working relationships with members of the health care team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Uses resources effectively and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Demonstrates effective verbal and written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Demonstrates leadership skills and critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Priority setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Work delegation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Work organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Ethical considerations for practice decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Provider of high quality cost effective care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CHARACTERISTIC	1	2	3	4	5	COMMENTS
<b>Facilitator of Socialization</b> 12. Recognizes characteristics that may be new to the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Contrasts the value systems of the work setting with those of MSU's College of Nursing (blending the academic with the real world)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Educator</b> 14. Identifies a mutually agreed upon set of learning needs with the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Paces clinical experience to balance patient, agency, and student's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Formulates a mutually acceptable learning style preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Determines the student's clinical performance ability through both formative and summative evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Provides feedback and critique of documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments:

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Signature (*Student or Faculty*)

## Appendix F

### Clinical Nurse Leader Program Mentor/Preceptor Short Evaluation of Student

Preceptor Name \_\_\_\_\_ Student Name \_\_\_\_\_  
 Agency \_\_\_\_\_ Date \_\_\_\_\_

Please assist with the evaluation of the clinical nurse leader student by completing this brief evaluation tool using following guide:

NA = cannot evaluate, 1 = unsatisfactory, 2 = average, 3= above average 4 = excellent

<b>Clinician</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Plans and delegates care for clients with multiple chronic health problems, identifies nursing interventions to impact outcomes of care</li> <li>• Using an existing database, evaluates aggregate care outcomes for a designated microsystem with focus on specific nursing interventions</li> <li>• Contributes to interdisciplinary plans of care based on best practice guidelines and evidence-based practice</li> </ul>					
<i>Comments:</i>					
<b>Outcomes Manager</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes</li> </ul>					
<i>Comments:</i>					
<b>Advocate</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Effects change through advocacy for the profession, interdisciplinary health care team and the client</li> <li>• Communicates effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients</li> </ul>					
<i>Comments:</i>					
<b>Educator</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Uses appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate learning of clients, groups and other health care professionals</li> </ul>					

<i>Comments:</i>					
<b>Information Manager</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Uses information systems and technology at the point of care to improve health care outcomes</li> </ul>					
<i>Comments:</i>					
<b>Systems Analyst/Risk Anticipator</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Participates in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery and prevent medical error</li> </ul>					
<i>Comments:</i>					
<b>Team Manager</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Properly delegates and utilizes the nursing team resources (human and fiscal)</li> <li>• Serves as a leader and partner in the interdisciplinary health care team</li> <li>• Identifies clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they are client-centered</li> </ul>					
<i>Comments:</i>					
<b>Member of a Profession</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Actively pursues new knowledge and skills as the CNL role, needs of clients and health care system evolve</li> <li>• Incorporates professional nursing standards and accountability into practice.</li> </ul>					
<i>Comments:</i>					

**Thank you for your support of nursing education**