

The University of Texas at Tyler School of Nursing

Master of Science in Nursing- Nursing Administration

Preceptor Guidelines

**Disclaimer Statement**

These guidelines have been prepared to inform you of the selected policies, procedures, and activities within The University of Texas at Tyler's Nursing Administration, MSN Degree.

As Registered Nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act.



## THE UNIVERSITY OF TEXAS AT TYLER

3900 UNIVERSITY BOULEVARD • TYLER, TX 75799 • (903) 566-7320

COLLEGE OF NURSING  
AND  
HEALTH SCIENCES

Dear Preceptor:

The faculty in the Master of Nursing (MSN) Administration (Admin) Program believe that the best way to learn the information presented in the didactic courses is seeing it in action in the healthcare setting. We feel that the nursing administration preceptors play an instrumental role in guiding and mentoring the graduate administration students for leadership development.

These Preceptor Guidelines are meant to orient you to the expectations of our online program. MSN-Admin students are to select a preceptor who is a Bachelor's prepared nurse who has either a degree of a Master in Nursing, a Master in Business Administration, or a Master in Healthcare Administration. The preceptor should not be someone who is directly responsible for the employee evaluation of the student(s). Students are discouraged from selecting a preceptor who is in an educator role at the facility. Faculty will have final approval of the preceptor assignment. The MSN-Admin program has three courses (N5331, N5335, and N5337) that each require 37.5 hours of clinical (Further course descriptions, course objectives/learning outcomes are provided in the packet). Before starting clinical for each course, the student along with the preceptor, will complete and submit an online preceptor agreement. Students are encouraged to discuss the syllabus, course and clinical objectives with the preceptor. At the end of the semester, preceptors will receive an email with a link to an online clinical evaluation (example provided in packet), in which we ask that you objectively evaluate the student's progress.

We cannot express our appreciation enough for the time our preceptors take to mentor and guide our students. We hope that if you have any questions, concerns or even ideas for program improvement that you do not hesitate to contact us. Nursing, for that matter healthcare, is a team effort and we consider preceptors an invaluable part of that team.

Sincerely,

Helene Hakim PhD, RN, NEA-BC

Associate Clinical Professor

[hhakim@uttyler.edu](mailto:hhakim@uttyler.edu)

903-663-8227 (Office)

903-576-2541 (Cell)

Karen Koerber-Timmons, PhD, RN, CNE, NEA-BC, CCRN, RN-BC

Assistant Professor

[ktimmons@uttyler.edu](mailto:ktimmons@uttyler.edu)

903-566-7146 (Office)

903-452-3004 (Cell)

**N5331: Leadership in the Healthcare Environment**

Dear Preceptor:

The course description, student learning outcomes (SLOs), course requirements and evaluation for N5331: Leadership in the Healthcare Environment is below. [Students are expected to develop their own clinical objectives that will meet their unique learning needs and goals while also taking the SLO's into consideration]. This course looks at the Complex Healthcare Practice Environment faced by nurse administrators. Your role as a preceptor is to facilitate the learning of these concepts. The student does not necessarily have to be with you at all times. You can identify meetings and experiences that may be beneficial to student learning and support your student's entry into the experience.

For this course it might be beneficial for them to spend time in meetings with leaders who are charged with leading a change project within the healthcare organization. A major focus in this course are the formulation and presentation of a Project Leader (can be a non-nurse leader with oversight and input from the course Preceptor) and composing a formal, APA paper on the Environment of Care (EOC) and Professional Practice within the organization (student continues to work with the course Preceptor and Project Leader).

For the Project Leader Presentation Assignment, students are to identify a project that is either being planned or is in the process of implementation at the chosen clinical facility for NURS5331 (Faculty AND Preceptor approved). Students will interview the Project Leader for this presentation. The selected Project topic will also be used for the Environment of Care & Professional Practice Paper. Students are expected to remain in contact with the course Preceptor and Project Leader throughout the course, while building on the final EOC & Professional Practice Paper. Students will be analyzing the leader who is responsible for facilitating the presentation within the organization. Students are required to present the PowerPoint Presentation to faculty and peers within the N5331 course.

For the EOC & Professional Practice paper, students will expand upon an APPROVED (by faculty and preceptor) organizational project that is either being planned or is in the process of implementation from the Project Leader Presentation Assignment. (Project cannot be one that is completed or nearing completion. Also I strongly encourage students to select a project that is being planned or being implemented at the organizational level and is innovative and dealing with the current issues of today.). Students will be analyzing the practice setting based on its response to the change process. The selected Project is the same topic that was used for the Project Leader Presentation.

The discussion board (DB) activities focus on these two main course assignments. Encouraging students to talk to you and others at the organization about the DB topics will improve their participation in the DB's. Students are to prepare and present to their classmates on the two assignments for Project Leader and EOC & Professional Practice. You might encourage your student to talk to you about the presentation, what he or she needs to consider and what has he or she learned. Students are to add to a professional portfolio which will include his or her cover letter, resume', philosophy of nursing administration and supporting documents.

As part of the clinical expectations students are to journal on their experiences, their feelings about the experience, and what course/clinical objectives are met with the experience. We recommend that they only share the journal with us as the instructor for the course so they can feel free to express their thoughts. (We want to reassure you the journal information is maintained in the strictest confidence.) Students are to log their hours and you will be expected to sign the log at the end of the semester. Finally we will be emailing you a couple of times during the semester to check in. One of the emails will have a link to the clinical evaluation we need you to complete on the student.

We really appreciate all the time you are taking to work with our student(s). Clinical is such a valuable time for students because it provides them the opportunities to see the application of the leadership principles they are studying. Our goal is to maximize the learning experience for the student and any suggestions you may have are welcomed. If you have any questions or concerns, please do not hesitate to contact us.

## **COURSE DESCRIPTION**

**TITLE:** NURS 5331: Leadership in the Health Care Environment

**COURSE DESCRIPTION:** Focuses on the complex Health Care Practice Environment faced by nurse administrators. Enables the professional nurse to demonstrate organizations and systems leadership by synthesizing principles of leadership and management theory, organizational science, professional communication, and informatics. Theories are applied in the consideration of evidenced based practice, customer service, and personnel management. CREDIT: 3 (2:1)

**STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES:** Upon successful completion of this course, the student will have demonstrated the ability to do the following:

1. Incorporate theories of leadership and management in the analysis of organizational culture considering customer service, personnel management, and labor relations through healthcare team coordination.
2. Utilize organizational science and informatics to strategically plan for the application of change processes across multiple healthcare delivery systems.
3. Apply communication principles to the strategic planning process considering patient safety and quality improvement initiatives with an interdisciplinary focus.
4. Employ research and scholarly activities to foster an environment for evidence- based practice within healthcare organizations.

### **COURSE REQUIREMENTS AND EVALUATION:**

1.	Discussion Board: Leadership Role	15%
2.	Discussion Board: Participation Role	14%
	(Intro Tegrity Presentation 1% of Grade)	1%
3.	Philosophy of Nursing Administration	10%
4.	Rough Draft of Project Leader Presentation	5%
5.	FINAL Project Leader Presentation (Includes TEGRITY PRESENTATION)	15%
6.	Rough Draft of Environment of Care & Professional Practice Paper	5%
7.	FINAL Environment of Care & Professional Practice Paper	25%
8.	Clinical (to include satisfactory completion of 37.5 clinical hours and submission of required Zoom Conferences, clinical logs, journals, preceptor agreement, and preceptor evaluation and signed logs by due dates on Calendar)	
9.	Clinical Journals (2 @ 5% each)	10%
	*Pass/Fail for Clinical      *Clinical failure will constitute a course failure.	
	TOTAL	100%

**N5335: Legal, Regulatory and Financial Management**

Dear Preceptor:

The course description, student learning outcomes (SLOs), course requirements and evaluation for N5335: Legal Regulatory and Financial Management are below. [Students are expected to develop their own clinical objectives that will meet their own unique learning needs and goals while also taking the SLO's into consideration.] In a nutshell this course looks at the legal and financial issues that nurse leaders face daily in their roles. Your role as a preceptor is to facilitate the learning of these concepts. The student does not necessarily have to be with you at all times. You can identify meetings and experiences that may be beneficial to his or her learning and support your student's entry into the experience. For this course it might be beneficial for them to spend time with a risk manager and/or the chief financial officer. The discussion board (DB) activities focus on the legal content. Encouraging students to talk to you and others at the organization about the DB topics will improve their participation in the DB's. Students have finance homework that they work on in groups. If you have knowledge about the finance topics being covered, you could discuss it with the student to help them gain a foundational understanding of finance. You might help them find ideas for the business plan which is basically a mini-proposal. (We want the students to be able to knowledgeably argue for the needed resources for their area of responsibility.) Students are to present on a health care legal issue at their clinical facility. Students are to get their preceptors' recommendations and approval for the presentation. This presentation can be to those persons you feel will benefit most whether it is the nursing leadership team or staff nurses. The main thing is the student needs to be presenting with a leadership eye. { This is not an in-service on a new policy or piece of equipment. } As part of the clinical expectations students are to journal on their experiences, their feelings about the experience, and what course/clinical objectives are met with the experience. We recommend that they only share the journal with us as the instructor for the course so they can feel free to express their thoughts. (We want to reassure you the journal information is maintained in the strictest confidence.) They are to log their hours and you will be expected to sign the log at the end of the semester. Finally we will be emailing you a couple of times during the semester to check in. One of the emails will have a link to the clinical evaluation we need you to complete on the student. We really appreciate all the time you are taking to work with our student(s). Clinical is such a valuable time for students because it provides them the opportunities to see the application of the leadership principles they are studying. Our goal is to maximize the learning experience for the student and any suggestions you may have are welcomed. If you have any questions or concerns, please do not hesitate to contact us.

## **COURSE DESCRIPTION**

**TITLE:** NURS 5335: Legal, Regulatory and Financial Management

**COURSE DESCRIPTION:** Focuses on the legal, ethical, regulatory, and fiscal environment faced by nurse administrators. Enables the professional nurse to manage the ethical, legal and regulatory issues facing healthcare organizations and actively participate in the fiscal management of healthcare divisions and organizations.

**STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES:** Upon successful completion of this course, the student will have demonstrated the ability to do the following:

1. Participate in health and public policy development and analysis impacting healthcare organizations.
2. Examine ethical, legal and regulatory perspectives in the analysis of the professional practice environment and organizational culture.
3. Apply healthcare economics to the strategic planning process with consideration of current economic, legal and political influences.
4. Advocate for a healthy work environment incorporating informatics and current emerging technologies within the legal, regulatory, ethical and fiscal operations of the health care organization.
5. Formulate a business plan utilizing business and economic principles and practices.

### **COURSE REQUIREMENTS AND EVALUATION:**

- |                                                                                                                                                                                                                                             |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1. Discussion Board: Leadership Role.                                                                                                                                                                                                       | 15% |
| 2. Discussion Board: Participation Role<br>(Intro Tegrity Presentation 1% of Grade)                                                                                                                                                         | 15% |
| 3. Finance Group Homework (6 @5% each)                                                                                                                                                                                                      | 30% |
| 4. Team Business Plan                                                                                                                                                                                                                       | 15% |
| 5. Healthcare Legal Issues Presentation developed for clinical facility that proactively or reactively addresses a concern/issue at facility to include participant evaluations and where possible participant continuing education credit. | 15% |
| 6. Clinical Journal (2 @ 5%)                                                                                                                                                                                                                | 10% |
| 7. Clinical (to include satisfactory completion of 37.5 clinical hours and submission of required clinical logs, journals, preceptor agreement and preceptor evaluation by due dates on Calendar.) *Pass/Fail                               |     |

\*Clinical failure will constitute a course failure.

TOTAL	100%
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**N5337: Delivery of Care**

Dear Preceptor:

The course description, student learning outcomes (SLOs), course requirements and evaluation for N5337: Delivery of Care is below. [Students are expected to develop their own clinical objectives that will meet their own unique learning needs and goals while also taking the SLO's into consideration.] In a nutshell this course looks at the overall delivery of health care system. Your role as a preceptor is to facilitate the learning of these concepts. The student does not necessarily have to be with you at all times. You can identify meetings and experiences that may be beneficial to his or her learning and support your student's entry into the experience. For this course it might be beneficial for them to spend time in meetings with leaders with more general roles within the organization. A huge focus in this course are the environmental scan reports (ESR's). The ESR involves assessing those factors, internal and external, that will influence the direction and goals of something as small as a project or something as large as a country or even international activities. The discussion board (DB) activities focus on these ESR's. Encouraging students to talk to you and others at the organization about the DB topics will improve their participation in the DB's. Students are to prepare and present to their classmates on the health care delivery system of another country. You might encourage your student to talk to you about the presentation, what he or she needs to consider and what has he or she learned. Students are to develop their professional portfolio which will include his or her cover letter, resume', philosophy of nursing administration and supporting documents. As part of the clinical expectations students are to journal on their experiences, their feelings about the experience, and what course/clinical objectives are met with the experience. We recommend that they only share the journal with us as the instructor for the course so they can feel free to express their thoughts. (We want to reassure you the journal information is maintained in the strictest confidence.) They are to log their hours and you will be expected to sign the log at the end of the semester. Finally we will be emailing you a couple of times during the semester to check in. One of the emails will have a link to the clinical evaluation we need you to complete on the student. We really appreciate all the time you are taking to work with our student(s). Clinical is such a valuable time for students because it provides them the opportunities to see the application of the leadership principles they are studying. Our goal is to maximize the learning experience for the student and any suggestions you may have are welcomed. If you have any questions or concerns, please do not hesitate to contact us.

## **COURSE DESCRIPTION**

**TITLE:** NURS 5337: Nursing Administration: Delivery of Care.

**COURSE DESCRIPTION:** Focuses on the Delivery of Care within the Healthcare Environment at the organizational, community, state, and national levels. Enables the professional nurse to participate in the design of care delivery systems within healthcare organization in community, state and national environments.

**STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES:** Upon successful completion of this course, the student will have demonstrated the ability to do the following:

1. Utilize state, national and organizational indicators of healthcare evaluation and outcomes incorporating interdisciplinary healthcare teams.
2. Synthesize strategic plan and vision integrating workflow design with emerging technologies, performance improvement and risk management strategies to assure positive patient outcomes.
3. Incorporate theories of management systems, process and analysis in the design and implementation of new models of care delivery and coordination.
4. Integrate socio-cultural competence, effective communication, and state, national and international quality indicators to facilitate patient centered care within community organizations.

### **COURSE REQUIREMENTS AND EVALUATION:**

- |                                                                                                                                                                                                    |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1. Discussion Board: Leadership Role                                                                                                                                                               | 15%        |
| 2. Discussion Board: Participation Role                                                                                                                                                            | 10%        |
| 3. Tegrity Presentation of Introduction                                                                                                                                                            | 01%        |
| 4. Environmental Scan Reports (ESRs) (Four)                                                                                                                                                        | 35%        |
| ESR #1 will be weighted at 5%.                                                                                                                                                                     |            |
| ESR #2, #3, & #4 (10% each)                                                                                                                                                                        |            |
| 5. International Health Care Delivery Presentation.                                                                                                                                                | 20%        |
| Power Point Presentation on the Health Care Delivery System of another country to include Abstract, Power Point, Evaluation Tool & Tegrity Presentation                                            |            |
| 6. Rough Draft of Presentation (See #5)                                                                                                                                                            | 5%         |
| 7. Portfolio                                                                                                                                                                                       | 14%        |
| 8. Clinical (to include satisfactory completion of 37.5 clinical hours and submission of required clinical logs, journals, preceptor agreement and preceptor evaluation by due dates on Calendar.) | *Pass/Fail |
| *Clinical failure will constitute a course failure.                                                                                                                                                |            |

TOTAL

100%

**This is the template for the clinical evaluation of the administration student. Toward the end of the semester preceptors will be sent an email with a link to an online evaluation tool.**

Template

The University of Texas at Tyler  
College of Nursing and Health Sciences  
Clinical Evaluation of Graduate Administration Program Student

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Preceptor Name \_\_\_\_\_

We ask that you as the preceptor evaluate the administration student based on the American Organization of Nurse Executives (AONE) (2015) Competencies domains. (The domains are listed in the evaluation tool on p. 12).

We will ask you to rate the student on a scale of 1 to 5 with 1 being Novice and 5 being Expert on the following competencies.

Competency	Novice 1	Advanced Beginner 2	Competent 3	Proficient 4	Expert 5	Comments
<b><u>Communication and relationship building</u></b> competencies include such areas as effective communication, relationship management, influencing behaviors, diversity, community involvement, medical staff relationships and academic relationships.						
<b><u>Knowledge of the health care environment</u></b> competencies includes knowledge in such areas as clinical practice knowledge, delivery models/work design, health care economics and policy knowledge, governance, evidenced based practice/outcome measurement and research, patient safety, performance improvement/metrics and risk management.						
<b><u>Leadership skills</u></b> include such areas as foundational thinking skills, personal journey disciplines, and change management.						
<b><u>Professionalism</u></b> includes such areas as personal and professional accountability, career planning, ethics and advocacy.						
<b><u>Business skills</u></b> include such areas as financial management, human resource management, strategic management, and information management and technology.						

On a scale of 1 to 5 (1 being Minimal and 5 being Outstanding) how well did the student meet the following course objectives {list the course objectives below}

- 1.
- 2.
- 3.
- 4.

How well did the student meet his/her clinical objectives?

What do you see as the student's main strengths in the area of management/administration?

What do you see as the student's areas for improvement?

What suggestions to you have for this course?

We have really appreciated you taking the time to precept our administration student. We want to start keeping a file of potential preceptors for future students. Would you be willing/able to serve as a preceptor for future graduate administration students?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If you answered yes to above, please provide name and best contact information.

### Reference

American Organization of Nurse Executives. (2015). *Nurse executive competencies*. Retrieved from

<http://www.aone.org/resources/leadership%20tools/nursecomp.shtml>

### **Helpful Links to the MSN- Nursing Administration Program at UT Tyler SON**

<http://www.uttyler.edu/nursing/files/graduate-nursing-student-guide.pdf>

<http://www.uttyler.edu/academics/graduate/nursing-administration-msn-online-degree.php>

<http://www.uttyler.edu/nursing/college/graduate/masters-nursing-administration.php>