

Graduate Programs Preceptor Handbook



Pittsburg State University
Irene Ransom Bradley School of Nursing
Pittsburg, Kansas

Table of Contents

Important Contact Information	4
Leadership Preceptor Orientation & Training.....	5
Benefits/Rewards of Precepting	5
General Practicum or Residency Information.....	5
General Precepting Information	6
Mission Statement	6
Vision Statement.....	6
Graduate Program Outcomes.....	6
Preceptors.....	7
Role of Preceptor	7
Characteristics of a Successful Preceptor.....	7
How to Manage Student Performance Issues.....	7
Five Step One Minute Preceptor Teaching Tool	7
Preceptor Evaluation of Student	9
Feedback and Evaluation of Students	9
Types of Evaluation	9
Competency Evaluation Key:	9
Student and Faculty Roles.....	10
Role of Student.....	10
Role of Faculty.....	10
Advanced Practice Specific Information	11
Orientation Resources	11
Clinical Practicum Experience.....	11
Expectations of Student for Clinical Practicum Experience.....	11
NURS 804 Advanced Health Assessment – 96 hours.....	11
NURS 807 Primary Care I (PC I) – 144 hours	11
NURS 813 Primary Care II (PC II) – 144 hours	12
NURS 828 Primary Care III, Spring (PC III) – 96 hours	12
NURS 828 Primary Care III, Summer (PC III) – 144 hours.....	12
NURS 910 DNP Residency – 96 hours for MSN-DNP or 144-288 for BSN-DNP.....	13
Leadership Practicum Specific Information	14
Preceptor Resources	14
Clinical Practicum Experience.....	14
NURS 704 Advanced Health Assessment Practicum – 48 hours.....	14
NURS 761 Nursing and Healthcare System Management Practicum – 48 hours	14
NURS 855 Teaching Strategies Practicum – 48 hours.....	15
NURS 856 Education Practicum – 96 hours	15

NURS 866 Administration Practicum – 96 hours	15
NURS 843 Advanced Forensic Nursing I Practicum – 48 hours.....	15
NURS 845 Advanced Forensic Nursing II Practicum – 48 hours.....	16
NURS 846 Advanced Forensic Nursing III Practicum – 48 hours.....	16
Preceptor Packet Acknowledgment.....	17
References	18

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Leadership Preceptor Orientation & Training

Thank you for serving as a preceptor. We appreciate your willingness to share your expertise and help prepare future Nurse Practitioners, Nurse Leaders, Nurse Educators, and Forensic Nurse Leaders.

As a preceptor, you provide guidance and support that helps students interpret experiences, develop professional skills, and gain a broader perspective within their specialty. Please review this handbook to become familiar with the preceptor's role and expectations. At the end of the handbook, you will find a link to the electronic form acknowledging receipt of the handbook.

Benefits/Rewards of Precepting

- Contribute to the nursing profession and development of future leaders
- Share expertise while mentoring graduate nursing students
- Stay current and expand your professional knowledge
- Gain personal satisfaction and recognition as a role model
- Strengthen leadership, organizational, and teaching skills
- Influence practice, workplace culture, and professional development

General Practicum or Residency Information

- Students may enroll in 1, 2, or 3 practicum/residency credit hours. Each credit hour equals 48 clock hours. Depending on the course, some hours may be completed through documentation, journaling, or other approved activities. Required onsite hours with the preceptor vary by course. Total required hours:
 - 1 credit hour – 48 clock hours
 - 2 credit hours – 96 clock hours
 - 3 credit hours – 144 clock hours
- Days and hours on site are to be determined by the student and preceptor.
- The preceptor is encouraged to discuss concerns with the student and/or course faculty.
- The student will provide you with the course syllabus, faculty contact information and a list of learning outcomes for the course.
- Professional attire is required for students while onsite, at meetings and at conferences as a representative of PSU School of Nursing.

General Precepting Information

Mission Statement

The **mission** of the Irene Ransom Bradley School of Nursing is to support the University in providing transformational experiences for our students and the community. The School of Nursing prepares graduates to demonstrate excellence in practice, to meet regulatory requirements for practice, to assume leadership roles, and to engage in learning as a lifelong process. The programs of the School of Nursing reflect the university's mission of teaching, scholarship and service, with teaching-learning as the primary focus. Recognizing the unique characteristics and needs of our diverse, primarily rural setting, the programs of the School of Nursing prepare graduates to provide nursing care to individuals, families, groups, communities, and populations in a variety of settings. The baccalaureate nursing curriculum builds upon a foundation of the arts, sciences and humanities and provides a base for graduate study. The graduate curriculum builds upon the competencies of baccalaureate nursing and focuses on advanced nursing roles.

Vision Statement

The **vision** of the Irene Ransom Bradley School of Nursing is to collaborate with health care systems, educational institutions, and communities-of-interest, while assuming the leadership role in pursuit of excellence in nursing through education of undergraduate and graduate students.

Graduate Program Outcomes

1. Integrate, translate, and apply established and evolving disciplinary nursing knowledge and ways of knowing, and knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences to enhance the practice of advanced level nursing.
2. Provide person centered care that is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.
3. Apply advanced principles of population health and the healthcare delivery continuum from health promotion through disease management for the improvement of population health outcomes as they impact individuals, families, groups, communities, and populations.
4. Evaluate research to improve evidence-based nursing practice through the generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
5. Employ principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Engage in intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to strengthen health outcomes.
7. Coordinate and enhance resources to deliver safe, high-quality, and accessible advanced care to all populations within complex systems of healthcare.
8. Demonstrate the application of informatics and patient care technologies to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9. Model a sustainable professional identity that reflects advanced level nursing's characteristics and values.
10. By doing learn and engage in self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.

Preceptors

Role of Preceptor

1. Orient the student to the facility or office, staff, policies and protocols.
2. Assist the student in the selection of appropriate patients through clinical oversight.
3. Provide validation for the student's findings when necessary or desired.
4. Instruct the student regarding appropriate techniques utilized in the setting.
5. Be accessible to supervise, collaborate and counsel the student on the medical management of health problems and plan of care including prescriptions.
6. Observe the student's clinical performance through direct observations, formative feedback, and documentation of student's progression.
7. Review and countersign the student's documentation and prescriptions.
8. Collaborate and advise the student on the review of protocols.
9. Provide the student with ongoing and final (semester) evaluation.

Characteristics of a Successful Preceptor

1. Clinically competent
2. Exhibits respect for students' autonomy and independence
3. Believes it is important to be readily available to student
4. Values the importance of providing a safe non-judgmental learning environment
5. Patience

How to Manage Student Performance Issues

1. Sub-par performance is seldom intentional
2. Involve faculty when a problem is identified
3. Be honest with the student: guide and mentor

Five Step One Minute Preceptor Teaching Tool

Excerpt from: Kertis, M. (2007). The one-minute preceptor: A five-step tool to improve clinical teaching skills. *Journal for Nurses in Staff Development*, 23(5), 238-242.

The five steps of the OMP (One Minute Preceptor) are defined as follows:

1. **Get a commitment** – means that the preceptor will first encourage the student to present his or her interpretation of the risk/problem or plan for nursing care. In making this commitment, the student is processing information and beginning the problem-solving process. The preceptor elicits a commitment by asking a few questions such as the following:
 - a. What is going on with this patient? What is your plan of care?
 - b. When do you believe we should notify the physician?
 - c. What further assessments or nursing actions would you do? The preceptor accepts the student's response in a nonthreatening manner, using an incorrect response as a teaching opportunity.
2. **Probe for supporting evidence** – occurs after the student has made a commitment. The preceptor explores the student's thought processes as to what evidence or rationale led to the decision by asking questions such as the following:
 - a. Why did you choose that nursing action?
 - b. Have you considered any alternative nursing measures?
 - c. Why would you take that action first? These questions encourage the student to "think out loud" so the preceptor can assess the student's knowledge and decision-making skills.
3. **Teach general rules** – if the student is missing the connection or is incorrect in his or her assessment, then correct information is provided or the student is informed what resources are available to locate the information. The preceptor can skip this step if the student presented all needed information and there is nothing additional to present. Examples of teaching general rules are as follows:

- a. "The hypoglycemic protocol is in the green book, and it lists the steps to take when the chem strip is 60. You need to review it prior to caring for this patient."
 - b. "This is a medication that patients should be informed to take with food to avoid GI upset."
 - c. "Use the 0-10 scale to reassess the patient's perception of pain 30 minutes after administering a narcotic."
4. **Reinforce what was done right** – by providing positive feedback to build self-esteem and encourage the right actions to be repeated. Praise specific actions; general praise, however, should be avoided. For example, do not just say "you did a good job" but rather, be specific: "Your assessment was accurate, and you included the abnormal laboratory results in your report. That will encourage others to continue to assess the laboratory results."
5. **Correct mistakes** – by providing specific recommendations for improvement. It is possible to accomplish this by having the student critique his or her actions first, often acknowledging the problem and asking for suggestions for improvement. Another approach may be to arrange a private setting for both positive and negative feedback to be given as soon as possible after the event. The focus of correcting mistakes should be on ways to prevent or avoid the same circumstances in the future. Examples of statements for correcting mistakes are as follows:
- a. "Your assessment that an emergency situation was occurring was correct, but leaving the patient to get help was not the best action; next time, stay with the patient and use the call system to obtain help."
 - b. "You were able to recognize the need to take vital signs more frequently, but the physician was not notified immediately. Prompt notification is important to obtain orders for the needed antibiotic therapy."

Preceptor Evaluation of Student

As licensed registered nurses, graduate students must adhere to applicable state nurse practice acts and standards for quality and safety. Students are also expected to meet professional and academic standards throughout the practicum experience. Course-specific expectations, competency, and evaluation criteria will be provided by faculty. Evaluation forms containing evaluation rubrics will also be provided and may be completed electronically or on paper. Typhon is the system used for electronic evaluation. If used for the course, orientation on how to use it will be provided.

This form is designed to identify levels of practice to indicate growth and development in all areas of advanced practice. We expect the students to exhibit varying levels of competency throughout the graduate program. We desire that the students develop abilities in both the technical skills and the integration of physical and psychosocial aspects of care. Clinical preceptors provide valuable feedback and evaluations of student performance, but academic faculty retain the ultimate responsibility for evaluating student clinical outcomes and assigning official course grades.

Feedback and Evaluation of Students

1. Feedback must be specific, immediate, and offered in a private setting
2. Feedback should be positive
3. Feedback is ongoing and informal
4. Evaluation is more in-depth and formal than feedback
5. Evaluation is generally based on the course objectives
6. A student's evaluation should never be a surprise as feedback has been ongoing
7. A "developing" or above rating of 80% must be achieved on the items listed for the student to pass the Practicum.

Types of Evaluation

Formative Evaluation - Formative evaluation is an assessment by the preceptor in the form of feedback to the student regarding their performance during the practicum. Ongoing feedback provides the student with the opportunity to enhance their performance as the practicum or residency continues. Role performance areas in which the student has achieved competence should be discussed with the student as well as those areas that have been identified as needing improvement.

Summative Evaluation - Summative evaluation describes the student's performance, development and improvement at the conclusion of the practicum or residency. The summative evaluation will be completed by the course faculty. Preceptor feedback and electronic evaluation form will be taken into consideration. If you have questions or concerns, please contact the course faculty.

Competency Evaluation Key:

- **Highly Developed (Consistently Demonstrates):** Independently and safely integrates best evidence, critical thinking, and clinical judgment into patient-centered care. Practicing at an advanced level of practice with minimal supervision using collaboration appropriately, utilizing a creative and integrative approach to the appropriate graduate role. Expected after 1-2 years of practice.
- **Developed (Sufficiently Demonstrates):** Performs required competencies safely and effectively with minimal or appropriate, context-dependent guidance. Advanced stage indicator that student is practice ready and consistently demonstrating competency.
- **Developing (Needs Improvement):** Requires frequent prompting, direct supervision, or remediation to recognize clinical risks or execute basic elements of the competency. Practicing at a foundational level of competence. Needs occasional supervision. Showing growth towards the target competency, meeting foundational requirements.
- **Not Developed (Unsatisfactory):** Omits essential actions, compromises patient safety, or fails to display required professional and ethical behaviors.

Student and Faculty Roles

Role of Student

1. Arrange clinical schedule with preceptor to comply with required number of clinical hours (more hours are encouraged and may be scheduled with Preceptor approval).
2. Preceptor and clinical instructor will be notified of changes in schedule due to illness or personal circumstances.
3. Personal learning and clinical objectives will be prepared and presented to the preceptor at the beginning of each semester.
4. Provide the preceptor with and be knowledgeable of the Nurse Practice Act for the state in which clinical is occurring.
5. Collaborate and seek guidance from the preceptor on clinical findings and management of patient health care appropriately for level of skill.
6. Acquire the preceptor's collaboration obtaining signature on any prescriptions for pharmacological therapy based on patient's plan of care.
7. Ensure preceptor countersignature on all documentation of patient records.
8. Assume responsibility and accountability for APRN interventions and plan of care.
9. Collaborate with the preceptor on frequent self-evaluation communicating unmet needs.
10. Maintain a log of all learning experiences.
11. Collaborate with preceptor on final evaluation of learning experience.
12. Utilize texts and other resources to enhance learning experience.
13. Recognize and embrace the professional advancement occurring during the rotation

Role of Faculty

1. Share course objectives with preceptor
2. Schedule visits with preceptor to discuss student's progress
3. Support and guide the preceptor on teaching principles and provide resources
4. Communicate: with student and preceptor
5. Site evaluations will be completed based on preceptor, student, and faculty schedules. One site visit will be performed for each Practicum course with a written evaluation completed at the end. A virtual or phone visit will also be done once per semester during clinical courses.
6. Final authority to review preceptor feedback, then determine and officially grade student clinical performance outcomes.
7. Ensure consistent grading rubrics and evaluation methods that are clearly defined, communicated, and applied for all learners.
8. Provide Direct Monitoring through site visits and communication to oversee student progress.

Advanced Practice Specific Information

Orientation Resources

[Clinical Preceptor Guide](#)

[Partnering in Nurse Practitioner Education: Welcome to Precepting!](#)

[Preceptor Portal - NONPF](#)

[Nurse Practitioner Core Competencies](#)

Clinical Practicum Experience

The expectation is that students will progress from requiring close supervision to seeing patients independently (with preceptor support) throughout the practicum hours. The goal of the practicum experience is to engage students in varied, quality experiences in primary care settings (preferably in rural areas). Students must complete a total of 1000+ hours in primary care to meet the requirements for graduation. Those hours are divided into Advanced Health Assessment (96 hrs.), Primary Care I (PC I) (144 hrs.), Primary Care II (PC II) (144 hrs.), Primary Care III, Spring (PC III) (96 hrs.), Primary Care III, Summer (144 hrs.) and DNP Residency (144-288 hrs.)

Expectations of Student for Clinical Practicum Experience

NURS 804 Advanced Health Assessment – 96 hours

1. Collect, interpret and document data to develop a comprehensive database with the health history, chief complaint, functional assessment, physical examination, risk assessment, psychosocial assessment and diagnostic testing for individuals across the lifespan.
2. Analyze communication methods for obtaining the health history for individuals across the lifespan.
3. Differentiate between variations of normal and abnormal assessment data.
4. Document and communicate assessment findings for individuals across the lifespan in an organized manner, including utilizing electronic health records.
5. Determine health status based on assessment findings related to underlying pathology or physiologic changes for individuals across the lifespan.
6. Demonstrate integrated physical assessments using the techniques of inspection, palpation, percussion, and auscultation.
7. Develop skill in using various techniques, equipment and technologies necessary for total assessment of patients.
8. Analyze and interpret data gathered during physical assessment to develop an appropriate plan of care for individuals across the lifespan.

NURS 807 Primary Care I (PC I) – 144 hours

1. Demonstrate a minimum acquisition of the skills to manage patients' health and illness: advanced assessment, clinical decision making, critical thinking, and diagnostic reasoning.
2. Demonstrate the advanced practice nurse-patient relationship through effective communication and therapeutic relationship in an environment of trust.
3. Assess educational needs of patients and families.
4. Apply evidence-based approaches to care, patient advocacy, ethical actions, and teamwork.
5. Identify personal biases that may impact the delivery of culturally sensitive care.

NURS 813 Primary Care II (PC II) – 144 hours

1. Integrate the application of assessment results, differential diagnosis, techniques, and pathophysiological processes to the management of patients with complex health problems throughout the life span.
2. Development and application of protocols in collaboration with preceptor for the management of complex health problems across the life span.
3. Identification of patient health care priorities.
4. Implement of problem-solving components and scientific method related to the management of health care problems.
5. Utilization of models of health care management including plan for referral to appropriate specialties, allied health care systems, social, cultural, and community resources that affect health promotion and maintenance.
6. Integration of health promoting behaviors across the life span.
7. Incorporation of ethical principles presented in professional clinical practice.
8. Synthesize theory and research findings relevant to the implementation documentation and evaluation of collaborative care for rural families in rural and urban populations of various cultures in ambulatory settings.

NURS 828 Primary Care III, Spring (PC III) – 96 hours

1. Use advanced health assessment and clinical decision-making skills to manage simple, chronic and complex health problems in patients of all ages.
2. Demonstrate critical thinking and diagnostic reasoning when implementing treatment modalities for simple, chronic and some complex health problems for patients across the life span.
3. Assess internal and external environmental risk factors related to health and treatment of patients throughout the life span.
4. Communicate the client's health status verbally and in writing, using appropriate terminology and format.
5. Collaborate and consult with members of the health care team and the responsible physician concerning patient treatment plans.
6. Identify research, theory, legal, ethical and economic issues related to the care of patients with simple, chronic and complex health care problems.
7. Develop and document appropriate protocols for approval and use in future practice.

NURS 828 Primary Care III, Summer (PC III) – 144 hours

1. Evaluate the skills used to manage patients' health and illness: advanced assessment, clinical decision making, critical thinking, and diagnostic reasoning.
2. Evaluate the advanced practice nurse-patient relationship through effective communication and therapeutic relationship in an environment of trust.
3. Appraise the outcomes of patient and family education.
4. Discriminate evidence-based approaches to care, patient advocacy, ethical actions, and teamwork.
5. Evaluate the health care delivery system.
6. Implement consistent culturally-sensitive care
7. Monitor quality of care and assume accountability for practice

NURS 910 DNP Residency – 96 hours for MSN-DNP or 144-288 for BSN-DNP

1. Demonstrate increased independent clinical decision-making and judgment to differentiate complex practice problems incorporating diverse and culturally sensitive approaches.
2. Create individualized interventions for patients based upon professional standards of practice and evidence-based care to improve patient outcomes.
3. Synthesize nursing science with knowledge from biophysical, psychosocial, analytical and organizational sciences to provide safe and effective health care practices.
4. Develop new advanced practice skills obtained from the practicum experience.
5. Collaborate with intra and inter-professional colleagues within the health care setting for improving patient and population health outcomes.

Leadership Practicum Specific Information

Preceptor Resources

[AONL Nurse Leader Competencies](#)

[NLN Core Competencies for Academic Nurse Educators](#)

Clinical Practicum Experience

The expectation is that students will progress from requiring close supervision to practicing independently (with preceptor support) throughout the practicum hours. The goal of the practicum experience is to engage students in varied, quality experiences in leadership settings advancing their competence in their chosen emphasis area.

NURS 704 Advanced Health Assessment Practicum – 48 hours

1. Collect, interpret and document data to develop a comprehensive database with the health history, chief complaint, functional assessment, physical examination, risk assessment, psychosocial assessment and diagnostic testing for individuals across the lifespan.
2. Analyze communication methods for obtaining the health history for individuals across the lifespan
3. Differentiate between variations of normal and abnormal assessment data.
4. Document and communicate assessment findings for individuals across the lifespan in an organized manner including utilizing electronic health records.
5. Determine health status based on assessment findings related to underlying pathology or physiologic changes for individuals across the lifespan.
6. Demonstrate integrated physical assessments using the techniques of inspection, palpation, percussion, and auscultation.
7. Develop skill in using various techniques, equipment and technologies necessary for total assessment of patients.
8. Analyze and interpret data gathered during physical assessment to develop an appropriate plan of care for individuals across the lifespan.
9. Demonstrate critical thinking and clinical decision making related to information gleaned in the health assessment.

NURS 761 Nursing and Healthcare System Management Practicum – 48 hours

1. Analyze concepts, theories, and standards in nursing, organizations, management/administration, and the healthcare delivery system.
2. Evaluate applicable theories from other disciplines for leadership, motivation, and human relations.
3. Examine the role and mission of health care administration and nursing administration in the achievement of health care goals and nursing service objectives.
4. Synthesize factors that influence the organization and delivery of culturally relevant health care, especially in the rural setting.
5. Evaluate leadership and management strategies used to coordinate client/family care in the advance practice role.
6. Develop an understanding of and familiarity with health care policy and health care financing as an essential foundation for the delivery of health care services.
7. Examine accountability for individual administrative/management style in nursing practice and evaluate long-term and short-term personal and professional goals.
8. Analyze communication channels and strategies used to inform, teach, train, consult, coach, counsel, negotiate, persuade, and initiate planned change in the health care setting.
9. Evaluate use of information system and current research in the field of nursing administration and health care system administration pertinent to practicum topic and/or individual objectives.
10. Validate historical, political, social, economic, legal, and ethical aspects of nursing and health care systems administration

NURS 855 Teaching Strategies Practicum – 48 hours

1. Apply principles of teaching and learning with persons/families/groups/communities in education or health care settings.
2. Value the responsibility and accountability of the advanced practice nurse serving in the educator role for contribution to the improvement of health and health care delivery in diverse rural settings with persons/families/groups/communities.
3. Demonstrate advanced nursing practice leadership and management of teaching/learning in order to help persons/families/groups/communities meet educational needs in diverse rural settings.
4. Evaluate the effectiveness of teaching/learning methods and strategies in the promotion of health and well-being of persons/families/groups/communities in diverse learning environments.
5. Question findings of research and information systems for application in the teaching/learning process.

NURS 856 Education Practicum – 96 hours

1. Judge teaching-learning theories.
2. Summarize selected theories and content from the sciences, humanities, and nursing for utilization in teaching-learning.
3. Explain competence in the educator role.
4. Evaluate individual responsibility and accountability in the educator role.
5. Appraise leadership and management principles in practicum setting(s).
6. Question findings of research and information systems for application in the educational process.
7. Evaluate long-term and short-term personal and professional goals.
8. Summarize effective teaching strategies designed to promote wellness of persons/families/communities.

NURS 866 Administration Practicum – 96 hours

1. Validate nursing and management theory and advanced practice knowledge in the administration of nursing and health care delivery systems with emphasis on diverse, rural settings.
2. Evaluate nursing administration and advanced practice standards, selected theories and content from sciences, humanities, business, education, and other disciplines in the delivery of nursing and health care.
3. Support the advancement of nursing, administration, and health care through the use of historical, political, social, economic, legal and ethical perspectives.
4. Practice competence in nursing administrative roles with a focus on advanced practice, rural settings and facilitation of adaptation of persons, families and communities.
5. Initiate individual responsibility and accountability for improvement of nursing practice and health care delivery systems.
6. Display leadership in advanced practice nursing practice and nursing administration.
7. Construct nursing and health care delivery improvement through operationalization of sound principles for influence of policy, communication, teaching-learning, consultation, collaboration, research, information systems and change.
8. Evaluate long-term and short-term personal and professional

NURS 843 Advanced Forensic Nursing I Practicum – 48 hours

1. Synthesize theoretical, scientific, and clinical knowledge to perform comprehensive assessments of forensic patients across the lifespan.
2. Employ advanced assessment techniques specific to the forensic population, considering physical, psychological, and social factors.
3. Develop and implement evidence-based management plans for individuals and families in forensic contexts, addressing both immediate and long-term health needs.
4. Demonstrate understanding of ethical considerations and professional standards in forensic nursing practice, including confidentiality and informed consent.
5. Collaborate effectively with multidisciplinary teams to provide holistic care to forensic patients and advocate

for their needs.

6. Utilize effective communication strategies to interact with patients, families, and other healthcare professionals in forensic settings.
7. Recognize and respect cultural diversity and its impact on health practices and beliefs within forensic populations.
8. Exhibit leadership qualities and advocate for policy changes that improve care for forensic patients and their families.

NURS 845 Advanced Forensic Nursing II Practicum – 48 hours

1. Demonstrate proficiency in providing comprehensive health care services to individuals and families across the lifespan, incorporating advanced forensic nursing techniques and methodologies.
2. Develop and implement forensic nursing programs that address the complex needs of diverse patient populations, showcasing leadership skills in various healthcare settings.
3. Utilize evidence-based practices to assess and manage patients within a forensic context, ensuring optimal health outcomes through meticulous patient care and management strategies.
4. Critically analyze and influence healthcare policies related to forensic nursing, advocating for systemic changes that enhance patient care and professional practice.
5. Conduct and apply research to improve forensic nursing practices, contributing to the body of knowledge in the field and ensuring practices are based on the latest evidence.
6. Navigate the ethical and legal challenges inherent in forensic nursing, ensuring all practices adhere to the highest standards of professional conduct.
7. Engage in effective interprofessional collaboration to enhance patient care and program outcomes, working seamlessly with other healthcare professionals and stakeholders.

NURS 846 Advanced Forensic Nursing III Practicum – 48 hours

1. Integrate advanced clinical knowledge and skills to effectively assess and manage forensic patient populations, ensuring a high standard of care.
2. Demonstrate leadership capabilities in forensic nursing, including guiding teams, advocating for patients, and influencing healthcare practices and policies.
3. Provide comprehensive direct health care services to forensic populations, utilizing evidence-based practices and advanced forensic nursing techniques.
4. Achieve and demonstrate competency in all aspects of forensic nursing care, drawing upon the knowledge and skills accumulated throughout the forensic nursing program.
5. Develop, implement, and evaluate programs and policies related to forensic nursing, ensuring they meet the complex needs of forensic patient populations.
6. Engage in effective interdisciplinary collaboration, working closely with other healthcare professionals to enhance patient outcomes and care processes.
7. Navigate and address the ethical and legal challenges in forensic nursing, ensuring all practices adhere to professional standards and regulations.
8. Commit to continuous professional development and lifelong learning to stay updated with the latest advancements in forensic nursing and healthcare.

Thank you in advance for your support and time in mentoring the PSU Graduate Nursing Students

Preceptor Packet Acknowledgment

Please use the link below or scan the QR code to complete your acknowledgment.

[Preceptor Handbook Acknowledgment Form](#)

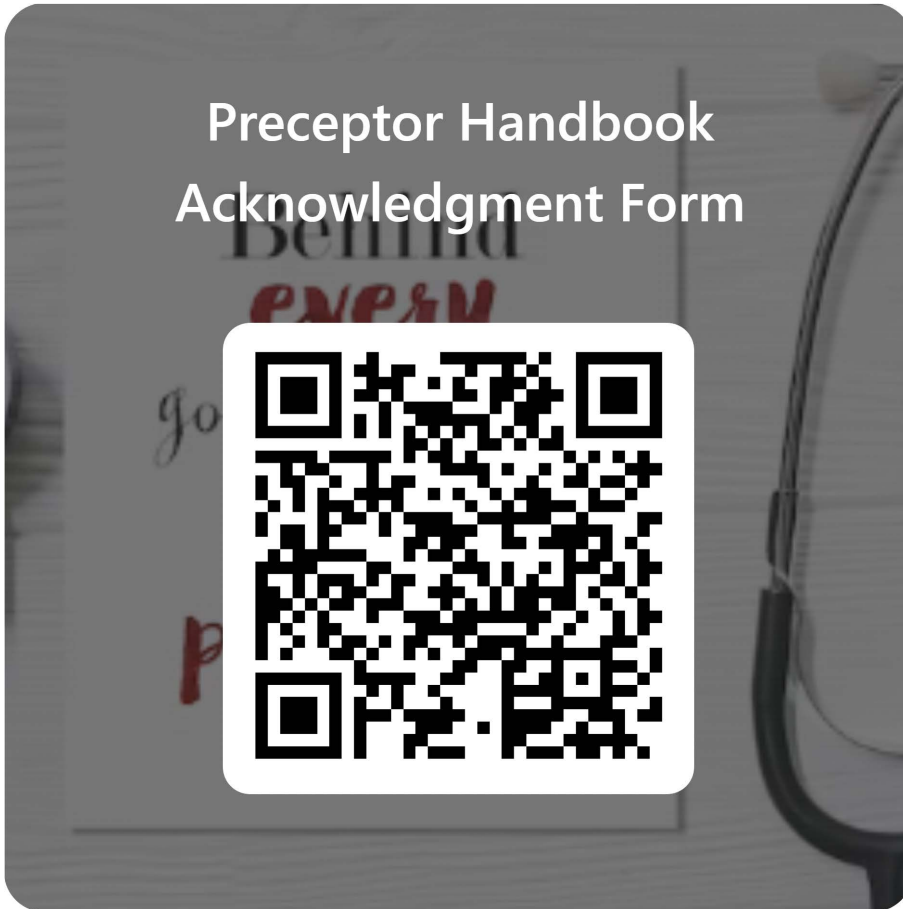


Figure: Scan the QR code to visit the Preceptor Handbook Acknowledgment Form.

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