



i-LEAD MS Nursing Leadership Program Preceptor General Guidelines

Thank you for agreeing to precept a CU College of Nursing i-LEAD Program student! Your support provides meaningful application of the Innovative Leadership and Administration in Nursing program outcomes and leadership competencies, framed by the American Organization for Nurse Leaders (AONL) Leadership Competencies:



AONL Nurse Leader Core Competency Model.
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A preceptor serves as a healthcare systems leadership mentor for a student at the graduate level. Your responsibility is to provide a guided experience to apply knowledge in leadership in a practice setting. The preceptor is a role model and facilitates student autonomy, professional competency, and socialization as a nursing leader within a healthcare agency.

At the graduate level, a preceptor should be willing to commit time and expertise to help guide the student and encourage students to model professional leadership behaviors in practice. We like to avoid students merely shadowing preceptors and to be actively engaged in a specific leadership project that will enhance student learning and benefit the organization. That said, the opportunity to shadow an executive in their daily meetings or at a Board of Director's meeting, as an example, can provide a rich learning opportunity that the student may not otherwise have.



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Faculty who are supervising the leadership internship for i-LEAD students are available to meet with the preceptor as needed to address any questions as well as set the tone for the learning experience. Faculty can also provide supplemental material requested by the preceptor. The faculty and preceptor both are responsible for evaluating the student at the end of the preceptorship. The best way to reach me is by email to arrange a telephone or Zoom meeting. That said, do not hesitate to use my mobile number below to text with any urgent or time-sensitive needs. The preceptor should feel free to contact the faculty member with any concerns:

Shelly Fischer, PhD, RN, CNE, NEA-BC,
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Director, i-LEAD
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Preceptor Education and Experience Requirements:

- Minimally prepared at the master's level of education – a *Nursing* master's is NOT required. Depending on the nature of the project proposed and the student's goals for learning, other disciplines may provide unique opportunities for interprofessional team practice and exposure beyond the domains of Nursing.
- Experience/longevity in the department and workload capacity adequate to guide an effective quality improvement project without compromising current operations. It should be expected that the student's experiential learning will enhance, not detract from operations and unit/department practice.
- The preceptor may not be in a direct reporting relationship with the student (for students conducting internships/projects within their place of employment).
- Preceptors are accountable for the student during their time within the organization conducting their internship projects, however, a preceptor *may* choose to delegate learning experiences to other people within the organization, such as to the Nurse Executive for "a day in the life" type of shadowing experience. The people to whom these experiences are delegated are not required to meet the above-stated educational and experiential requirements.

Preceptor Roles and Responsibilities

- Meet with students via phone or in-person to assess the student's fit and their proposed project with your organization. Review student's written goals and determine if the student and their goals align with the preceptor and the unit/department within which the internship is proposed. The final project is expected to be jointly agreed upon and planned between the student and preceptor.



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- Contact the faculty member as needed to clarify anything related to the healthcare systems leadership internship and/or course expectations or College of Nursing policies.
- Provide an orientation to systems, policy and procedures in the organization and review agency guidelines that may impact the student's learning experience. You can request that the student attend a staff orientation if this will facilitate the process. The student may also need to attend training sessions required by the organization.
- In collaboration with the student, focus effort on a healthcare systems leadership project to be completed during the internship that meets student learning goals and is mutually beneficial to the organization. The student will seek approval for the project with the supervising faculty. The project should be evidence-based, quality- or process- improvement-oriented, and may not be merely an implementation of a previously planned initiative or regulatory requirement.
- Provide students with honest, constructive feedback ongoing and as needed. Students should not be surprised by evaluation feedback at the end of the course.
- Schedule meetings at regular intervals to provide feedback, evaluate progress, and resolve problems. Request faculty assistance and support where needed/desired.
- The student and preceptor will determine the final submission of the project to the faculty member. The College of Nursing is respectful of the organization's intellectual property. That said, please consider arranging for a project where the student can collect data that can be openly shared with faculty and student peers.
- Near the conclusion of the project/course, the student will present their project plan, implementation, and preliminary results/data in the form of a poster presentation.

This presentation will also serve as the student's Comprehensive Exam for their program. Preceptors are invited to attend these presentations, and the student should communicate with the preceptor directly regarding the date, time, and Zoom link information. Faculty will score the presentation per the following rubric:

Criteria	Ratings			Pts
Identifies a problem of concern viewed using a systems lens; describes background and/or significance of scenario or problem.	2 pts Pass	1 pts Incomplete	0 pts Fail	2 pts
Conducts a comprehensive literature review based on a PICOT question that includes all necessary elements - PICOT question accurately addresses the problem and provides key words for the evidence search.	2 pts Pass	1 pts Incomplete	0 pts Fail	2 pts
Identifies 8-10 articles with several pertinent, reliable research studies from the review of the literature that can assist in answering the PICOT question. Articulates the level of evidence. Provides reliable evidence to guide project.	2 pts Pass	1 pts Incomplete	0 pts Fail	2 pts
Applies a theoretical or conceptual model to the problem solution. Presents the tenets of the theory or model. Thoroughly analyzes the theory or model and identifies limits, generalizability, and applicability to systems leadership.	3 pts Pass	1.5 pts Incomplete	0 pts Fail	3 pts
Mechanics: - Poster uses CU CON template and uses no smaller than 22-point Times New Roman or similar font. - Poster is free of spelling, grammatical, and citation errors. - Presentation is professional and presented without reading from slides or any other materials within the time allotted.	3 pts Pass	1.5 pts Incomplete	0 pts Fail	3 pts
Questions from faculty and other attendees are addressed accurately and professionally. The student engages in scholarly dialogue, cites relevant and current evidence to support his/her position. The student demonstrates critical thinking skills that are clear, accurate, precise, relevant, and logical.	3 pts Pass	1.5 pts Incomplete	0 pts Fail	3 pts
Total Points: 15				



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- The preceptor will be asked to provide feedback about the student's performance in achieving competency outcomes for the course and mutually agreed-upon goals established by the student and the preceptor. The preceptor will be asked to complete a form and provide a narrative assessment of the student's strengths and weaknesses at the completion of the internship.

Once again, thank you so much for your support of our students as they complete their MS in Nursing Leadership through the Innovation in Leadership and Administration in Nursing (i-LEAD) program. Please do not hesitate to contact me directly for any questions, concerns, or need for clarification at any time during this internship experience. While I consistently place expectations with the students that they direct their own experiential learning, know that I am here to serve as a guide, facilitator, and resource for both the student and the preceptor.

Sincerely,

Shelly A. Fischer

Shelly A. Fischer, PhD, RN, CNE, NEA-BC, FACHE
Associate Professor and Specialty Director, i-LEAD