

**University of Colorado College of Nursing
Graduate Clinical Placement Office
iLEAD**

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Thank you for volunteering your time as a preceptor for the **University of Colorado College of Nursing**. Your direction and leadership is an integral part of our student's training and development into a skilled leader in the nursing and health care community. We appreciate your participation in clinical teaching, and welcome you into our CU College of Nursing community.

iLead students complete a total of 30 credit hours with a 3 credit hour Administrative Internship in an approved setting. The success of the internship depends on maintaining open communication among the student, the program, the preceptor, and the clinical faculty. The program strives to maintain positive and respectful relationships with its preceptors and believes that, should problems arise, by notifying appropriate program personnel early, problems can be solved without unduly burdening the preceptor.

MS Program Outcomes

Upon completion of the nursing program, students will be prepared to incorporate pertinent knowledge, values and abilities for direct and indirect provider roles to

MS Program Outcomes

- Participate in an interdisciplinary healthcare team as a leader and an active member to promote quality and safe care at the patient, family, population, or system levels.
- Develop a professional, ethical, caring, and culturally sensitive approach when working with patients, families, populations, and systems.
- Integrate informatics and healthcare technology to evaluate complex health care questions.
- Utilize theoretical frameworks to address patient, family, population, and system needs.
- Integrate evidence-based knowledge into managing the care of patients, families, populations, or systems to improve and protect health and wellness in Colorado and the world.
- Formulate strategies to advocate for patients, families, populations, or systems in Colorado and the world.

The preceptor will be expected to provide feedback on the student's developmental progress and attendance. The student will provide the iLEAD Internship Evaluation Form to the preceptor and the preceptor should maintain a copy of the form. The goals for the internship are determined by the student and preceptor and approved by the faculty instructor. The faculty instructor will work with the preceptor to evaluate the extent to which goals have been met. The preceptor's evaluation of the student is tremendously important. The preceptor will evaluate the internship experience and complete the evaluation form. 25% of the student grade comes from the preceptor evaluation.



Faculty and School Responsibilities	Student Responsibilities	Preceptor Responsibilities
<p>Negotiates clinical affiliation agreements with the clinical agency</p> <p>Validates completion of student health requirement, liability insurance, licensure, and BLS certification</p> <p>Clarifies expectations of the preceptor</p> <p>Is available to preceptor for questions, problems, and concerns that may come up during the clinical experience</p> <p>Provides feedback to both the students and the preceptor</p> <p>Organizes computer training and agency paperwork as necessary</p>	<p>Develops individual learning objectives for the clinical experience</p> <p>Completes all clinical and course assignments</p> <p>Is prepared and punctual in the clinical area on scheduled days and times</p> <p>Schedules any make-up time at the convenience of the preceptor and clinical team after notifying faculty and preceptor of unexpected schedule changes</p> <p>Participates in ongoing evaluations of self, preceptor, and faculty</p> <p>Maintains client confidentiality</p> <p>Maintains liability insurance, RN licensure, BLS certification, and completes all health requirements</p>	<p>Manager/executive in health care system with at least 2 years of experience</p> <p>Negotiates dates and times for student clinical experience and is present or arranges for a qualified substitute</p> <p>Assists students in meeting and modifying clinical-learning objectives of the clinical experience</p> <p>Serves as a host, sponsor, teacher, and role model for student at clinical site</p> <p>Orients student to clinical agency</p> <p>Selects, with student, clinical experiences appropriate to objectives</p> <p>Intervenes where appropriate to manage situations beyond the student's ability</p> <p>Provides evaluation feedback to the student both verbally and through iLEAD Internship Evaluation Form.</p> <p>Contacts faculty early on if there are problems with the student.</p>



The **UCD CON Graduate Program Learning Outcomes** are based on the American Association of Colleges of Nursing (AACN) essentials (2011) and the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies (2012). The AACN Essentials delineate the knowledge and skills that all nurses prepared in master's nursing programs acquire. These Essentials guide the preparation of graduates for diverse areas of practice in any healthcare setting.

Essential I: Background for Practice from Sciences and Humanities

Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II: Organizational and Systems Leadership

Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision-making, effective working relationships, and a systems-perspective.

Essential III: Quality Improvement and Safety

Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within ***an organization.***

Essential IV: Translating and Integrating Scholarship into Practice

Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies

Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy

Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

Essential VIII: Clinical Prevention and Population Health for Improving Health

Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and ***evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.***

Essential IX: Master's-Level Nursing Practice

Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.