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.

iLEAD competencies

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

- Implement caring and competent nursing practice with individuals, families and communities based on understanding the human experiences of health, illness and healing.
- Integrate the ethical use of technology and information systems to augment the human capacity for health, facilitate decision-making, support collaboration and foster communication.
- Promote health of local to global communities through promoting safe environments and safe and effective health care addressing the interaction among individuals, communities and their environmental contexts.
- Manage care to achieve quality, cost-effective and ethical outcomes in the delivery of health care for individuals, families and populations.
- Engage in leadership to promote social justice related to access, quality and socio-cultural acceptability of health care through relationship-centered caring, advocacy and empowerment.
- Negotiate and adapt the delivery and management of health care and health care systems for diverse populations and environments.
- Practice relationship-centered caring through self-awareness, by developing and maintaining respectful relationships, communicating effectively, and integrating the influence of the human experience of health, illness and healing.
- Practice nursing reflectively, guided by theory, based on best evidence and integrating creative and critical thinking.
- Participate in generating and testing knowledge regarding nursing, health care and reflective caring practice.
- Actively engage in self-directed learning to maintain state-of-the-art nursing practice and to facilitate the education of future practitioners, paraprofessionals and healthy communities.
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.

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