

Adult-Gerontology Clinical Nurse Specialist Program Preceptor General Guidelines

Thank you agreeing to precept the CU College of Nursing Clinical Nurse Specialist (CNS) Students. Developing competent CNSs would not be possible without your commitment to precepting our students and building our future generation of CNS colleagues.

This document is intended to provide a brief checklist of what you can expect of the student and the CNS faculty.

- The CON will provide an email indicating the student has completed request information to start clinicals (i.e. letter of student good standing) prior to the student beginning clinical rotations.
- Electronic Health Record (E.H.R) requirements, if required by the clinical site will be completed by the student before starting clinical
- Students will contact the preceptor directly to establish clinical rotation dates/times that are most optimal for the preceptor and student.
- Students will have developed preliminary clinical objectives that will be reviewed by faculty prior to meeting with you; please add to and/or modify objectives during your first meeting with the student. Students can share their CNS career goals to help guide the learning experience.
- Students will share which CNS competencies they are focusing on during this clinical experience as well as provide a summary of past clinical experiences. CNS Competencies include:
 - Direct Care
 - System's Leadership
 - Consultation
 - Collaboration
 - Coaching (education)
 - Research/EBP
 - Ethical Decision-Making, Moral agency, and Advocacy
- Suggested CNS learning activities can range from performing literature searches; analyzing literature; coding and analyzing data; reviewing and/or assisting in the development of educational materials for nurses, patients, and families; reviewing and/or assisting in the development of quality improvement and/or evidence-based practice project implementation programs; function as a TA/co-teaching classes in clinical and academic settings; creating educational flyers; engaging in clinical rounds moving from observation to providing consultation/direct care suggestions for practice/interventions; direct care; etc.
- Please ensure the student knows how to contact you in case they need to reach you off hours; or how to inform you of urgent situations that will cause the student to miss clinical.
- Please complete and electronically submit an objective evaluation of the student at the close of the clinical rotation; the evaluation document or a link to the document will be sent to you.
- If you have questions or concerns about a student and/or clinical expectations/experiences, please do not hesitate to contact the student's clinical faculty and or CNS Program Director.

Again, Thank you!

Mary Beth Flynn Makic RN PhD CCNS CCRN-K FAAN FNAP

Professor

Clinical Nurse Specialist Program Director

CU College of Nursing

Marybeth.makic@ucdenver.edu

Office: 303-564-5821 Cell: 303-564-5821

Selected Resources:

National Association of Clinical Nurse Specialist (n.d.) Precepting guidelines for Clinical Nurse Specialists. Available at: <http://www.nacns.org/docs/GuidelinesForPreceptors.pdf>. Retrieved July 13, 2016.

American Association of Colleges of Nursing (2010). Adult-Gerontology Clinical Nurse Specialist Competencies. Available at: <http://www.aacn.nche.edu/geriatric-nursing/adultgeroCNScomp.pdf>. Retrieved July 13, 2016

Ulrich, B.T. (2012). Mastering precepting. Indianapolis, IN: Sigma Theta Tau International