

Thank you for agreeing to serve as a preceptor for (insert student name), a University of Utah Master of Science (MS) in Nursing student. The student is in their final semester of the program. The purpose of the practicum is for the student to demonstrate their knowledge of quality/value improvement and leadership skills. Specific objectives of the practicum are:

1. Apply concepts from systems theory and evidence-based quality improvement to a health outcome improvement project
2. Use a model of change theory to design, implement, or evaluate a program that improves health outcomes
3. Demonstrate professional attributes of accountability, leadership, and self-reflection

The student is required to complete 120 hours for this practicum, however not all of these hours will be spent directly with you or at your site. Students will be informed as to the activities suitable for practicum hours. Any questions or concerns about hours should be communicated to faculty.

The student will either join an existing quality/value improvement project or will develop a project with your input along with faculty. The student is not expected to complete an entire project during the semester, but will need to be able to define the project, introduce the problem, communicate methods used to implement the project, and record/analyze any findings.

Your role is to precept the student as they plan, implement, and report on their project; including

- 1) Provide input into the student's project plan, including setting goals that are feasible and important.
- 2) Provide appropriate supervision and direction to the student at the site; meeting at regular, agreed upon intervals throughout the semester.
- 3) Provide students with introductions to key stakeholders and invitations to appropriate meetings.
- 4) Monitor the quality of the project in collaboration with faculty, assuring that all stakeholder interests are included.
- 5) Mentor the student in concepts related to leadership or quality/value improvement.
- 6) Provide content feedback and when standards are met, approve the student's presentation of the project prior to public release. This includes ensuring that data is protected.
- 7) Evaluate the student's abilities using an evaluation tool provided by faculty, typically done at midterm and final weeks of practicum.
- 8) Work with faculty if any concerns about student success arise.
- 9) If relevant, contact key liaison in your setting for questions regarding the project.

Thank you again for your valuable involvement in the student's success. Your contribution is important and we want to assure that you feel supported in this role.

Sincerely,

Faculty Name
Key Liaison Name

Contact Information
Contact Information



Student, Faculty, and Preceptor Role Descriptions for Practicum Projects

Student Role: Work with a preceptor to analyze a workplace problem within a clinical setting and contribute to ongoing quality work.

- 1) Based upon a workplace quality/value improvement initiative, students work with their preceptor and faculty to create a plan for addressing a current need.
- 2) Students engage in the clinical setting to observe the problem, collect data about the problem, and prepare a concise report on the problem with a review of potential or real solutions.
- 3) Students will maintain a log of their hours of the practicum and share the log with their preceptor and faculty. A total of 120 hours are required to fulfill the practicum. These hours are estimated to be divided as follows:
 - a. 8-10 hours in preparation for practicum for faculty preceptor meeting and goal development (first weeks of course).
 - b. 90 hours in actual 'doing' of the practicum (11 weeks of course), including fulfilling the work specified by the plan and analyzing results with input from the preceptor.
 - c. 16-20 hours to create, revise and receive final approval of poster and presentation script from the preceptor, team, and faculty. Additional approvals may be required (e.g. Senior Director, Quality, Safety and VE)

Preceptor Role: Precept the student in an experiential practicum as they participate in a quality/value initiative important to the setting.

- 1) Provide input into the student's project plan, including setting goals that are feasible and important.
- 2) Provide appropriate supervision and direction to the student at their clinical site, meeting at regular, agreed upon intervals throughout the semester.
- 3) Assist students with introductions to key stakeholders and invitations to appropriate meetings.
- 4) Mentor the student in concepts such as leadership or value improvement.
- 5) Provide feedback on content and approve the student's project presentation prior to public release. This includes ensuring data is protected and analysis/interpretation demonstrates respect for the team and organization.
- 6) Evaluate the student's abilities using an evaluation tool provided by the University of Utah College of Nursing, typically at midterm and final.
- 7) Contact faculty if any concerns about student success arise
- 8) If relevant, contact key liaison for the practicum in your own setting for questions regarding the project.



Student, Faculty, and Preceptor Role Descriptions for Practicum Projects

Faculty Role: Evaluate student progression towards the objectives of the course.

- 1) Provide input to the student and preceptor related to practicum goals and objectives.
- 2) Monitor student progress
- 3) Provide support to preceptor for student related questions, concerns, or issues.
- 4) Provide feedback on format and content of poster, and approve when standards are met.
- 5) Evaluate the student's performance incorporating input from the preceptor.
- 6) Provide final grade for the course

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Masters of Nursing

COURSE NUMBER:	Master's Practicum and Project Capstone
TITLE:	NURS 6889
PREREQUISTES:	Completion of Core and Specialty Courses
TOTAL CREDITS:	3
DIDATIC CREDITS:	1
CLINICAL CREDITS	2
CLASS TIME/PLACE	Online
FACULTY	

COURSE DESCRIPTION:

The purpose of this course is to integrate knowledge, skills, and attitudes acquired during the student's program of study through application to a health outcome improvement project. Emphasis will also be placed on professional communication skills related to dissemination.

CLINICAL OBJECTIVES:

1. Apply concepts from systems theory and evidence-based quality improvement to a health outcome improvement project
2. Use a model of change theory to design, implement, or evaluate a program that improves health outcomes.
3. Demonstrate professional attributes of accountability, leadership, and self-reflection.

DIDATIC OBJECTIVES:

4. Demonstrate synthesis of concepts and present a project summary in an organized and logical manner.

PRACTICUM REQUIREMENTS:

The Master's preceptor requirements are:

- Conducted with a Master's prepared expert in their profession (nursing preferred)
- Preceptor holds a role at the unit or systems level
- The preceptor has access to projects aimed at improving health outcomes

The student's practicum requirements are:

- Describe a program/project in context of systems and a population of interest.
- Participate (as negotiated) with preceptor in a way that meets the above objectives.

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- Use internal and external evidence as they conduct a systematic assessment of the project setting and population.
- Identify and use a change model to direct intervention.
- Reflect on their own personal growth and integration of program of study knowledge, skills, and attitudes.

Teaching Methods: Clinical practicum experiences in hospital systems within the guidance of a Master's prepared preceptor and online didactic course work.

Evaluation:

Clinical hours: completion of practicum hours, evaluation of student by preceptor, evaluation of preceptor by student, evaluation of practicum site by student and grading of practicum goals, objectives and log by faculty.

Didactic hours: synthesis of project and presentation of project.

Topical Outline of Major Areas to be Reviewed:

1. Evidence-based Practice
2. Systems Theory
3. Quality Improvement
4. Change Theory
5. Population Health
6. Professionalism
7. Accountability
8. Leadership
9. Self-Reflective Practice

Course Assignments Late Policy

No late work will be accepted. It is the student's responsibility to ensure that all work is submitted SUCCESSFULLY in the correct format by the identified due date and time. The student is responsible for contacting faculty prior to an extenuating circumstance or situation and it is the faculty's discretion to decide if make-up work will be given.

Interactive Video Conferencing

Any dialogue you engage in on interactive video conferencing sites that the University of Utah supports, such as ACANO, is publically available. This is true even in 'private' chat rooms or while 'instant messaging'. Professional dialogue and behavior is expected at all times.

University of Utah Student Code

The Student Code is spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the code. The code also specified proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. Students will receive sanctions for violating one or more of these proscriptions. The faculty will enforce the code. Students have the right to appeal such action to the Student Behavior Committee.

Plagiarism

Refer to UNIVERSITY REGULATIONS- Chapter X - CODE OF STUDENT RIGHTS AND RESPONSIBILITIES ("STUDENT CODE") Section I.B.2. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as the basis for, one's own work offered for academic consideration or credit, or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. While students may not realize they are plagiarizing, the consequences may be significant and may affect program progression.

The complete University of Utah Code of Student Rights can be found on the University web site, at <http://regulations.utah.edu/academics/6-400.php>. The complete College of Nursing Handbook can be found on the College of Nursing website, at <http://nursing.utah.edu/pdfs/dnphandbook.pdf>. It is the student's responsibility to be familiar with these documents.

Personal Pronoun Statement

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exam, group projects, etc. Please advise me of any name or pronoun changes (and please update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

ADA

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you have physical or mental health disabilities that may

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compromise your success with program progression and will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

If you are struggling with mental health concerns, please contact the University Counseling Center at 801-581-6826 during business hours. They also have many resources online at <http://counselingcenter.utah.edu>. For after-hours urgent concerns, contact the 24/7 Crisis line at 801-587-3000.

Syllabus Changes

The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.