

Preceptor Manual

**UTHSC
College of Nursing
BSN Program**

**NSG 419
Leadership Internship**

Spring, 2019

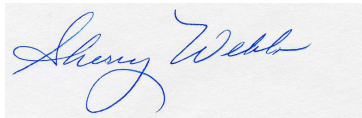
Dear Preceptor,

The faculty and students of UTHSC College of Nursing would like to thank you for serving as a leadership preceptor. The role that you play in mentoring leadership students is an important one for the future of nursing. We look forward to working with you in our leadership journey.

This manual is designed to assist you in your role. You will find included:

- An introduction to the NSG 419 Leadership Internship course.
- Descriptions of the role of preceptor, student, and faculty.
- Syllabus which describes the course outcomes and learning activities.
- Skills list from all courses
- Internship Schedule
- Clinical Hours Log
- Leadership Journal
- Clinical evaluation of the student
- Preceptor FAQs

Thank you,

A handwritten signature in blue ink that reads "Sherry Webb". The signature is written in a cursive style and is set against a light gray rectangular background.

Sherry Webb DNSc, RN, CNL, NEA-BC
Associate Professor and Chair
Course Coordinator
UTHSC
College of Nursing
swebb14@uthsc.edu

ABOUT THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER COLLEGE OF NURSING

Vision Statement: Nurses Leading Innovative Transformation of Healthcare

Mission Statement: To prepare exceptional nurse leaders to meet the health needs of the people of Tennessee, the nation and beyond through:

- Cultivating creativity and passion to improve health care
- Leading scientific innovations and clinical practice
- Using innovative academic approaches
- Serving society

Our values represent who we are regardless of changes in our environment. We value:

- A culture that creates, supports, and promotes innovation while honoring our traditions;
- A sense of community and teamwork within the college, with our colleagues, and with our strategic partners;
- A community that enhances scholarship and promotes diversity;
- Professional and personal accountability;
- Respectful, open, and transparent communication and collaboration;
- Professional and intellectual integrity;
- Shared respect for faculty and staff contributions.

NSG 419

Leadership Internship

Introduction

Course Description

The clinical leadership internship provides baccalaureate nursing students the opportunity, within a select area of interest, to facilitate role transition and lifelong learning. Emphasis will be on integration and application of knowledge and skills in order to demonstrate the ability to design, provide, manage, and coordinate evidenced – based, culturally competent, and cost-effective nursing care for a group of patients. This is accomplished in partnership with the student, preceptor, and nursing faculty.

Course Outcomes

Upon completion of this course, the leadership student will be able to:

1. Integrate knowledge from nursing, the sciences, and humanities in delivering nursing care for a cohort of patients.
2. Coordinate care to a group of patients across the continuum based on desired outcomes consistent with evidence-based guidelines and quality care standards.
3. Demonstrate accountability for personal and professional behavior.
4. Assume leadership roles within the scope of nursing practice
5. Collaborate with interprofessional team in implementing, evaluating, and revising the plan of care for clients and their families
6. Demonstrate best practices in the delegation of care.
7. Use technology and information systems effectively for the management of resources and patient outcomes.
8. Formulate individual goals for lifelong learning.
9. Assume accountability for professional development.

The **Leadership Internship course** begins the week of **March 25 – May 18, 2018**.

Internship Preceptor Qualifications:

The preceptor is a leadership role model who guides, consults, and mentors the leadership student in achieving the clinical course outcomes. Preceptors will be selected by the clinical director and should have the following qualifications:

- Clinically competent
- Viewed by staff as a leader
- Completed the hospital preceptor course
- Enjoys working with nursing students

Students, preceptors, and faculty will partner to ensure attainment of the leadership internship clinical course outcomes. The specific roles that each have is described below:

Preceptor Role:

- Serves as a professional role model consistent with the scope of practice of the registered nurse.
- Assigns students to patients based on course content, patient/family needs and students' learning needs.
- Provides direct observation and supervision of the student consistent with student learning needs, course, program outcomes, and hospital policies.
- Seeks out learning opportunities consistent with student learner and course outcomes.
- Communicates effectively with ITP team, patients/families, students and clinical faculty.
- Supports the students' growth in the use of evidence-based practice.
- Provides ongoing and timely feedback to the student regarding learning needs and performance.
- Provides ongoing and timely feedback to the clinical faculty regarding students' learning needs and performance.
- Notifies the clinical faculty immediately with concerns about student or patient safety.
- Assists students in gaining an understanding of the microsystem's mission, goals, care delivery model, ITP team, patient population, and procedures.
- Contributes to the mid-term & final clinical evaluation.

Student Role:

- Demonstrates knowledge of clinical course outcomes.
- Applies leadership theory to clinical practice.
- Demonstrates professional values & leadership behaviors.
- Works schedule of preceptor on scheduled clinical days.
- Maintains contact numbers for preceptor & faculty in PDA/smart phone.
- Provides safe nursing care for a cohort of patients.
- Demonstrates ability to organize, prioritize, provide & manage nursing care for a cohort of patients.
- Identifies own learning needs & seeks out learning opportunities.
- Develops collaborative relationships with preceptor, unit manager/PCC/charge nurse, interprofessional team, and clinical faculty.
- Collaborates with preceptor and faculty to achieve professional and clinical competencies.
- Demonstrates professionalism through on-time attendance, appearance, communication, quality work, meeting pre-established deadlines, and timely notification of faculty, preceptor & nursing unit.
- Participates in mid-term & final evaluation conference.

UTHSC Faculty Role:

- Serves as professional role model for students, preceptors & staff.

- Communicates to the preceptors and clinical directors the expectations for the course.
- Communicates on supervisory rounds with student and preceptor to ensure attainment of course outcomes.
- Provides feedback to student related to demonstration of professional values and leadership behaviors.
- Guides students' analysis of nursing leadership structures and processes through weekly feedback on leadership internship journal.
- Ensures availability to student and preceptor by pager and/or e-mail if questions/problems arise.
- Collaborates with preceptors to ensure that the clinical experiences of the student provide sufficient practice to achieve clinical competencies.
- Collaborates with preceptors to complete mid-term & final evaluation.
- Assumes responsibility for the final grade for the course.

COURSE NUMBER: NSG 419

COURSE TITLE: Internship

CREDIT HOURS: 4 (0-4)

COURSE FACULTY: Sherry Webb, DNSc, RN, CNL, NEA-BC

PREREQUISITES/COREQUISITES: Term I, II and Summer or permission by the Associate Dean of Academic Affairs

PLACEMENT IN CURRICULUM: Term III

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Sherry Webb	920 Madison Ave. Suite 952	By Appointment	Office 448-4148 Cell # 482-4774	swebb14@uthsc.edu
Dr. Jami Smith Brown	920 Madison Ave. Suite 1017	By Appointment	Office 448-1939 Cell # 601-454-9703	jsmit361@uthsc.edu
Alise Farrell MSN	920 Madison Ave. Suite 1009	By Appointment	Office 448-4145 Cell # 573-3348	agfarrell@uthsc.edu
Anita Seymour MSN	920 Madison Ave. Suite 1006	By Appointment	Office 448-2720 Cell # 482-5845	asettles@uthsc.edu
Terri Stewart MSN	920 Madison Ave Suite 932	By Appointment	Office 448-2053 Cell # 237-9672	tstewa27@uthsc.edu
Dr. Trina Barrett CCRN	920 Madison Ave. Suite 1015	By Appointment	Office 448-1886 Cell # 326-8892	tbarret6@uthsc.edu
Pat Purdy-Jones MSN	920 Madison Ave. Suite 1015	By Appointment	Office 448-2195 Cell # 481-9138	pjonespu@uthsc.edu

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

FACULTY WEB PAGE: Available in the Staff Information section on Blackboard within the course.

COURSE DESCRIPTION:

The clinical internship provides the opportunity, within a selected area of interest, to facilitate role transition and lifelong learning. Emphasis will be on integration and application of knowledge and skills in order to demonstrate the ability to design, provide, manage, and coordinate evidence-based, culturally competent, and cost-effective nursing care.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

10. Integrate knowledge from nursing, the sciences, and humanities in delivering nursing care for a cohort of patients.
11. Coordinate care to a group of patients based on desired outcomes consistent with evidence-based guidelines and quality care standards.
12. Demonstrate accountability for personal and professional behavior and development.
13. Assume leadership roles within the scope of nursing practice.

14. Collaborate with interprofessional team in implementing, evaluating, and revising the plan of care for clients and their families.
15. Demonstrate best practices in the delegation of care.
16. Integrate technology and information systems for the management of resources and the promotion of optimal patient outcomes.

REQUIRED RESOURCES THROUGHOUT PROGRAM: (These items are required for most courses)

Ackley, G.& Ladwig, B. (2017). *Nursing diagnosis handbook: A guide to planning care* (11th ed.). St. Louis: Mosby.

Houghton, P. M. & Houghton, T. (2009). *APA: The easy way!* (2nd ed.). Flint, MI: Baker College.

Pagana, K.D., & Pagana, T.J. (2014). *Mosby's diagnostic and laboratory test reference* (12th ed.). New York: Mosby, Elsevier.

Skidmore-Roth. (2016). *Mosby's 2016 nursing drug reference* (29th ed.). New York: Mosby, Elsevier.

SPECIFIC TEXT FOR THIS COURSE:

Cherry, B. & Jacob, S. (2016). *Contemporary nursing: Issues, trends and management* (7th ed.). St. Louis: Mosby Elsevier.

SUGGESTED TEXTS: There are no additional texts required for this course.

OTHER REQUIRED SUPPLIES:

Assessment Technologies Institute (ATI) testing is not included in this clinical course.

TEACHING STRATEGIES:

This is a web-enhanced course that consists of a leadership journal in NSG 419 Internship. Content is applied weekly during clinical hours with preceptor and through reflective journaling.

EVALUATION METHODS OR GRADING PLAN:

This clinical course is graded as **pass/fail**. Students who fail clinical will not pass the course. To pass this course, satisfactory performance on all clinical assignments and clinical competencies outlined in the course evaluation instrument is required at the final end-of-the-term clinical evaluation. Clinical attendance is required. There is no make-up clinical. Students who miss clinical jeopardize their ability to successfully meet clinical competencies.

Assignments/grading plan:	% of Grade:	Due Date:
Syllabus Test	5%	On or before 3/22/19
Internship Schedule	10%	On or before 3/22/19
Journal (due weekly)	25%	End of each week (Sunday) 5:00pm
Leadership Internship Hours Log (signed weekly by preceptor)	5%	Mid-term (week of 4/19/19)
Leadership Internship Hours Log (signed weekly by preceptor)	5%	Final (week of 5/17/19)
Mid-Term Clinical Evaluation	25%	Mid-term (week of 4/19/19)
Final Clinical Evaluation	25%	Final (week of 5/17/19)
TOTAL	100%	

GRADING SYSTEM

The faculty evaluates the academic achievement, acquisition of skills, and attitudes of nursing students and uses the marks of A, B, C, D, F, WP, WF, and I, in all official reports. In certain instances, some courses may be graded on a PASS/FAIL basis.

The letters “WP” or “WF” are recorded to indicate pass or failure in those instances in which a student withdraws from a course before completion, and is either passing or failing, respectively. The letter grade of “W” will be recorded when a student withdraws from a course before there has been evaluation of the student to determine whether he/she is passing or failing. If withdrawal occurs before the midpoint of a course, the grade for the dropped course is recorded as a ‘W’ on the official transcript. If withdrawal occurs after the midpoint, but before the course is 70% completed, the grade for the dropped course is recorded as either ‘WP’ (withdrawn passing) or ‘WF’ (withdrawn failing) depending on the student’s grade point average in the course at the time of withdrawal. Once a course is $\geq 70\%$ completed, a withdrawal is not permitted except under extenuating circumstances. Any student who fails to complete the course will receive zero(s) for any uncompleted assignments and tests, and the final course grade will incorporate those zero(s) into the grade calculation.

Drop Date with the grade of “W” is 4/19/19

Drop Date with the grade of “WF/WP” is 4/12/19

The designation of “I” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the course coordinator. In such cases, arrangements will be made by the coordinator for the student to complete the course requirements, and the grade of “I” will then be replaced by whatever grade the course coordinator considers the student to have earned. It is the responsibility of the student to work with the course coordinator in determining under what circumstances the “I” grade can be changed, however, the student must remove the “I” by the end of the following term. Failure to remove the “I” within the allowed time will result in a grade of “F” being recorded as the permanent grade.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an “F” in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

COURSE SCHEDULE

Week	Topic(s)	Reading	Assignment/Assessment
1	Mission Statement	Cherry & Jacob: Chapter 27	Journal wk 1
2	Leadership, Power, Performance Appraisal	Cherry & Jacob: Chapter 17	Journal wk 2
3	Risk Management, Facility Reporting Protocol, and Patient Safety	Cherry & Jacob: Chapter 4, 8, 22	Journal wk 3
4	Managing Change & Budget	Cherry & Jacob: Chapter 17 & 18	Journal wk 4
5	Staffing, Charge Nurse Role	Cherry & Jacob: Chapter 21	Journal wk 5
6	Delegation	Cherry & Jacob: Chapter 20	Journal wk 6
7	Conflict Resolution	Cherry & Jacob: Chapter 19	Journal wk 7
8	Team, Discharge Planning, Disaster Planning, Learning	Cherry & Jacob: Chapter 9 & 17 Huber: Chapter 20 & 25	Journal wk 8

		Self-Reflection	
--	--	-----------------	--

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

EXAMS:

Students are not tested in NSG 419 Internship.

If a student has a grade to dispute, he/she must notify the course coordinator within one week after grades are posted.

Assessment Technologies Institute (ATI) Testing

ATI testing is not a part of NSG 419 Internship because this is a clinical course.

CELL PHONE/BEEPERS:

The University strives to provide a positive learning environment for all students. Cell phones and beepers disrupt classes and quiet places of study.

1. Cell phones and beepers should be turned off in the classroom.
2. Remove phone conversations from quiet places (e.g. library, nursing and computer labs)
3. Cell phones and beepers should be turned off while in the clinical area.

POLICY ON CHILDREN IN CLASSES:

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make child care arrangements in advance.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required (**See course specific policy**).

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. **Example: NSG 419: Requesting a private meeting.**
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: **NSG 419-JStudent-Journal week 1**

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

CONTACT FOR TECHNICAL AND ADMINISTRATIVE SUPPORT:

For non-Blackboard-related technical support for your computer hardware and software, NetID, and UT email account, contact the following:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Dr. Sherry Webb, Office: 901-448-4148** or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); swebb14@uthsc.edu For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
2. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You may want to access the Fixed World Clock at <http://www.timeanddate.com/worldclock/converter.html> to check on the specific time that the assignment would be due for you in your time zone.

2. See **Course Specific Policies** about late assignments.
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/index.php?catoid=20> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

Support Services (Disabilities statement) or Students with Special Needs

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Reviewing the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to insure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course Blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus Test by the designated date or access to the course will be removed. Complete the syllabus test by **March 22, 2019**.

GENERAL DOSAGE ROUNDING RULES

The UTHSC College of Nursing dosage rounding rules will need to be appropriately applied to all dosage calculation problems. Credit will not be given for answers with incorrect rounding or those failing to adhere to other rules as directed for calculation of dosages.

1. **Tablets/Capsules** - round to the nearest whole tablet. Round up or down depending on the calculated dose i.e.: 1.1 - 1.4 tablets, give 1 tablet; 1.5- 1.9 tablets, give 2 tablets.

Scored tablets may be broken in half. If scored, tablets should be rounded to the nearest half tablet. *Example: 1.4 scored tablets = 1 ½ tablets*

**Capsules are not scored.*

2. **Liquid (Oral)** - round to the nearest tenth. i.e.: 10.3ml of cough syrup may be given. Pour 10 mL into medicine cup; draw up the 0.3 mL in a 3 mL syringe and add to the medicine cup.

3. **Liquid (Injectables)** - round to the tenth or hundredth (depending on volume).

Milliliters

- Volumes less than 1-round to the nearest hundredth i.e.: = 0.75mL
- Volumes greater than 1-round to the nearest tenth i.e.: 1.25mL -1.3mL

Syringes

- Use a 3 mL syringe for any dose between 1 and 3 mL. *Round to the nearest tenth.*
- Use a 1mL (tuberculin) syringe for doses < 1 mL. *Round to the nearest hundredth.*

4. **Intravenous (Basic Fluid/Piggyback Infusions)** - round to the nearest whole number. This applies to flow rates calculated in **drops/min or mL/hr** i.e.: 15.4 drops/min= 15 drops/min

5. **Intravenous (Medicated/Dose-Based Flow Rates)** - round to the nearest tenth. i.e.: 0.45mg/min = 0.5mg/min, 0.69 milliUnits/min = 0.7 milliUnits/min

6. **Pediatrics** - use the same rounding rules applied to adult medications depending on type.

Calculating Dosage

- Round to the nearest tenth. i.e.: 5.35mg = 5.4mg

Calculating Weight

- Kilograms - round to the nearest tenth.
- Body Surface Area - round to the nearest hundredth.

Other Rules

To prevent error, all calculations must have:

- **Leading zeros** - If the calculated dose is a decimal number that is not preceded by a whole number, a zero *must* precede the decimal point.

Example:

Answer = 0.75 mL (correct); Answer = .75 mL (incorrect)

- **No trailing zeros** - If the calculated dose is a decimal number that ends in *zero*, the zero holding no value *must* be omitted.

Example:

Answer = 1.5 mL (correct); Answer = 1.50 mL (incorrect)

- **Labels** - All calculated doses must be labeled with proper units of measure.

Example:

Answer = 7.5 mcg (correct); Answer = 7.5 (incorrect)

CLINICAL INFORMATION:

Clinical Preparation:

Students are expected to complete Tennessee Clinical Placement System (TCPS) orientations during week 1 of clinical. Failure to complete TCPS orientations by designated due date (listed in Blackboard) will result in an unsatisfactory and the student not being able to attend clinical.

Clinical Requirements:

Students are expected to be present, awake and alert during the clinical experience and any laboratory experiences. Students must attend all clinical experiences.

Students will complete a written nursing care plan/concept map or course-specific requirement for each clinical experience. Instructions for these activities are available in the course syllabus and will be discussed in clinical orientation.

Clinical/Laboratory Absence:

Students who cannot be present must notify the **clinical or laboratory instructor no later than ONE hour prior** to the scheduled clinical or laboratory experience, unless emergency circumstances prevent this, then as soon as possible. If the clinical or laboratory faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. In the event that neither the clinical faculty nor the course coordinator can be reached, an office phone message should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. A clinical and laboratory absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Clinical Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Guide for guidelines).

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

COURSE-SPECIFIC POLICIES

Faculty Response Time and Grading Expectations:

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within 7 days of the scheduled due date of assignment.

*Students will participate in two activities that are **mandatory** for this term which count toward your total clinical hours:

- Legislative Day in Nashville **April 3, 2019** (*counts 12 clinical hours*)
- PT/ Nursing Simulation Scheduled for **Friday April 12, 2019 8:00-5:00 pm** in the SIM Center. Students will be assigned to groups in 2 hours blocks in the center (*counts 4 clinical hours*)

EXPECTATIONS OF STUDENT BEHAVIOR:

The Leadership Internship course provides an opportunity for leadership students to work 1:1 under the direct supervision of a senior nurse preceptor and clinical faculty while applying leadership theory to clinical practice. Students are expected to provide safe nursing care for their preceptor's group of patients in the assigned clinical setting by organizing, prioritizing, providing, evaluating, and documenting care. Assignment may range from **2 to 5 patients by the end** of the term. Through weekly reflective journaling, students will examine nursing leadership structures and processes that facilitate/hinder nursing care outcomes in the clinical microsystem to meet the BSN Essentials.

Students are expected to demonstrate **professional behaviors** at all times both in the classroom and clinical setting.

Students, preceptors, and faculty will partner to ensure attainment of the leadership internship clinical course outcomes. The specific roles that each have is described below:

Student Role:

- Demonstrates knowledge of clinical course outcomes.
- Applies leadership theory to clinical practice.
- Demonstrates professional values & leadership behaviors.
- Works schedule of preceptor on scheduled clinical days.
- Maintains contact numbers for preceptor & faculty in PDA/smart phone.
- Provides safe nursing care for a cohort of patients.
- Demonstrates ability to organize, prioritize, provide & manage nursing care for a cohort of patients.
- Identifies own learning needs & seeks out learning opportunities.
- Develops collaborative relationships with preceptor, unit manager/PCC/charge nurse, interprofessional team, and clinical faculty.
- Collaborates with preceptor and faculty to achieve professional and clinical competencies.
- Demonstrates professionalism through on-time attendance, appearance, communication, quality work, meeting pre-established deadlines, and timely notification of faculty, preceptor & nursing unit.
- Participates in mid-term & final evaluation conference.

Preceptor Role:

- Serves as a professional role model consistent with the scope of practice of the registered nurse.
- Assigns students to patients based on course content, patient/family needs and students' learning needs.
- Provides direct observation and supervision of the student consistent with student learning needs, course, program outcomes, and hospital policies.
- Seeks out learning opportunities consistent with student learner and course outcomes.
- Communicates effectively with ITP team, patients/families, students and clinical faculty.
- Supports the students' growth in the use of evidence-based practice.
- Provides ongoing and timely feedback to the student regarding learning needs and performance.
- Provides ongoing and timely feedback to the clinical faculty regarding students' learning needs and performance.
- Notifies the clinical faculty immediately with concerns about student or patient safety.
- Assists students in gaining an understanding of the microsystem's mission, goals, care delivery model, ITP team, patient population, and procedures.
- Contributes to the mid-term & final clinical evaluation.

UTHSC Faculty Role:

- Serves as professional role model for students, preceptors & staff.
- Communicates to the preceptors and clinical directors the expectations for the course.
- Communicates on supervisory rounds with student and preceptor to ensure attainment of course outcomes.

- Provides feedback to student related to demonstration of professional values and leadership behaviors.
- Guides students' analysis of nursing leadership structures and processes through weekly feedback on leadership internship journal.
- Ensures availability to student and preceptor by pager and/or e-mail if questions/problems arise.
- Collaborates with preceptors to ensure that the clinical experiences of the student provide sufficient practice to achieve clinical competencies.
- Collaborates with preceptors to complete mid-term & final evaluation.
- Assumes responsibility for the final grade for the course.

Students who **do not meet** the leadership internship clinical course requirements are at risk of **not passing** the leadership clinical course. Students have a **professional responsibility** to:

- complete course assignments (i.e. preceptor schedule, hours log, clinical journal) when due
- notify faculty in timely manner (**prior** to assignment due date) if unable to complete the assignment when due
- be on time for clinical (15 min. prior to beginning of shift report; for example, if shift report begins at 6:45am, the student is expected to be at work at 6:30am to be prepared & ready to receive report on time); reporting to clinical late, leaving clinical early, leaving unit without permission or absence without faculty notification is unprofessional conduct; if late more than 10 minutes of the designated time for clinical to begin, the student will be sent home & the day counted as a clinical absence.
- prepare for clinical (i.e. stethoscope, pen light, computer ID/Password etc.)
- notify faculty & preceptor in a timely manner (no later than 1 hour prior to beginning of shift) if unable to be on time or will be absent from clinical. ***Note:** Students must contact faculty by cell phone.

Failure to meet the professional responsibilities listed above will result in an academic counseling, meeting with course coordinator, referral to the Director of the BSN Program, and possible failure of course.

Specifics about the LEADERSHIP INTERNSHIP are provided in the information listed below:

Scheduled days/shifts are dependent on the preceptor's schedule:

- **Students will work 12 hours/day 1-2 days a week (12-24 hours/week) over 8 weeks** for a total of **150 hours**.
- A student is paired with one preceptor working 12 hour shifts which are **dependent on the preceptor's schedule**. Students will work the schedule of the assigned preceptor & may schedule clinical hours on Tuesday, Wednesday, Thursday, Friday & possibly Saturday or Sunday in order to complete required clinical hours.
- Students are expected to know about their assigned patients (see below under heading labeled **Preparation**). Through direct observation, communication with students about patients, & feedback from preceptors, clinical faculty evaluate students' progress toward meeting the clinical course outcomes during supervisory visits.

Leadership Internship Clinical Schedule:

- Students are expected to meet with their preceptor to establish a relationship prior to the beginning of the course. It is recommended that students & preceptors exchange contact information (cell phone/e-mail addresses) to facilitate communication in the event of possible schedule changes.
- Working with an assigned preceptor, the **student** arranges his/her schedule & documents days & hours worked on the student leadership internship clinical schedule form (located in Bb – Internship course – Course Information Link – Clinical Documents)
- This schedule is submitted to clinical faculty on or before 3/22/19 per assignment dropbox. *** NOTE:** Once a schedule is submitted to clinical faculty, it cannot be changed without permission of faculty.
- Internships cannot begin until the schedule is submitted to faculty & faculty know when students will be in the clinical setting. *** NOTE:** Student will receive an unsatisfactory for the day, an academic

counseling, and will have to meet with course coordinator if clinical is started prior to faculty having a schedule.

Student Leadership Internship Log (located in Bb – Internship course – Course Information Link – Clinical Documents)

- This log is used to document:
 - 1) leadership activity directed by the preceptor
 - 2) hours spent at the internship site.
- The completed log should be kept with student at the clinical site while completing internship hours for review by clinical faculty.
- The completed log is submitted to faculty through assignment dropbox at Mid-Term & Final evaluation weeks.
- **Standard transmission-based precautions/basic safety form** located on the last page of the syllabus must be completed during the **1st week of clinical** & submitted to assignment dropbox.

Student Clinical Evaluation

- Students will receive a mid-term & final evaluation completed by the preceptor & clinical faculty (located in Bb – Internship course – Course Information Link – Clinical Documents).
- Students must receive a **satisfactory evaluation** to successfully pass the course.

Internship Clinical Day:

Clinical Attire: Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Guide for guidelines). The UT ID is mandatory and must be worn on the collar and visible at all times.

****** Please Note: Some clinical sites may have stricter regulations which you must also adhere to as part of the professional dress code.** They may include but are not limited to:

- Hair must be neatly combed. Long hair must be styled away from the face and should not interfere with patient care. Beards and moustaches must be neatly trimmed.
- Fingernails must be well groomed, clean and trimmed with no polish, artificial fingernails, or any type of nail extenders. Natural nail tips should be no longer than ¼ inch
- Cosmetics should be used with moderation. No perfumes or body fragrances should be used.
- Jewelry should be kept to a minimum with no body piercing showing (e.g., nose, cheek, tongue, eyebrow, lip, etc.) other than a single small stud earring in the ear lobes.

Equipment: Students must be prepared to care for patients by having the following equipment with them **at all times:**

- PDA/smart phone
- Computer login & password
- Preceptor & clinical faculty contact information
- Stethoscope
- Pen light
- Scissors
- Pen
- Skills documentation

Attendance: Students must be present on the clinical unit and ready to listen to report with assigned preceptor no later than 15 min prior to shift report. If you arrive to the clinical area 10 min late, you will be dismissed from the clinical area incurring a clinical absence. If you know you are going to be absent you are to notify (pager or cell phone) your clinical faculty and preceptor and the nursing unit 1 hour prior to the beginning of the assigned shift.

Preparation: After listening to report, round with preceptor on assigned patients; read patient charts, perform assessments, administer medications, perform and document care, round with physicians and team members, and attend discharge planning conference. Be prepared to discuss with preceptor/clinical faculty patients' diagnoses, brief history, pertinent diagnostics, patient goals, plan of care, patient activities, medications and possible issues.

Medication administration: *Do not administer* any medication whatsoever without consulting with your preceptor/clinical faculty first. * **Note:** Preceptors must be present when student is administering medications and/or performing any invasive procedure such as IV, N/G tube, urinary catheter insertion.

Students are expected to know and present to preceptor the following for each drug administered to a patient: classification, rationale for why patient is on each particular medication, potential side effects, safe dose ranges, dosage calculations, and nursing care (blood pressure, apical heart rate, lab work, etc.) prior to time of administration. *If you are not prepared with this information, you will not be permitted to administer medications to your patient. You may refer to an appropriate resource for medication information (i.e. PDA, Micromedix).*

Procedures: Students are expected to have their skills verification with them in clinical every day so that preceptors know what students have completed in skills lab. Students may only perform those skills that have been checked off /signed in the skills lab/clinical unit. Preceptors must be present when procedures are performed.

Charting: In order to complete electronic charting, students must know the **computer login & password** assigned by the clinical facility. Charting may include, but not limited to, assessment, I & O, education, care provided, procedures, clinical notes, vital signs, medications, reporting off at end of shift, and patient safety documentation. This may vary by institution. (For example, **in the pediatric setting, charting the safety, I & O, is done every 2 hours**).

Lunch: Students are responsible for:

- notifying assigned preceptor if the unit is left for any reason
- providing a patient handoff so patient needs can be met during the student's absence
- lunch time is 30 minutes long and specific time (i.e. 11:00) to leave the unit will be determined by the assigned preceptor based on the needs of the patients
- *students are not permitted to leave the hospital campus for lunch.*

Leadership Journal: located in Bb – Internship course – Course Information Link – Clinical Documents)

The purpose of the leadership journal is to apply key leadership topics presented in class for that week in the clinical setting. This is accomplished through documentation of observations within the internship site, discussions with the leadership preceptor, charge nurse, patient care coordinator & clinical director/manager, and review of leadership literature. Students are expected to analyze & provide answers related to the assigned clinical setting to questions within each topic area by:

- defining the key concept in the literature (APA citation)
- providing specific examples in the clinical setting
- analyzing the gap between the leadership theory and practice
- supporting statements by providing rationale for statements (APA citation from Leadership textbook and/or Leadership ATI)

Grading: The Leadership Journal is a pass/fail cumulative assignment that is worth 100 points (12.5 points/week). Students must make a 75% or greater to pass this assignment. If journal entry is **not submitted** by the due date each week without approved extension by clinical faculty prior to due date, the student will have 2 points deducted for that week. Students are expected to read comments communicated by clinical faculty in the reviewed journal comments in assignment dropbox & incorporate recommendations into practice and/or the next week's journal.

Unit: _____
Date: _____

**University of Tennessee Center for Health Science
College of Nursing
Standard/Transmission Based Precautions/ Basic Safety**

To provide protection to other associates, patient and visitors from contracting or transmitting Hepatitis B and HIV (AIDS) and to provide infectious patients the same level and quality of services to other patients, I verify the following:

1. I have read and understand how to use standard precautions.
2. I am aware of the Health Care Agency's Infection Control Policies, Procedures, and Guidelines as they relate to standard and transmission-based precaution.
3. These supplies are on the unit, and I know where they are located.

Blood Precautions Kit _____

Disposable Gloves _____

Disposable Gowns _____

Mouth to Mouth Resuscitators _____

Plastic Bags for Transporting Specimens _____

Soiled Needle Containers _____

I know the location of the following safety equipment located on the unit.

Fire Extinguishers _____

Fire Alarms _____

Evacuation Plan including exits _____

Disaster Plan _____

MSDS(Material safety data sheets) _____

Environment of Care manual _____

Flashlights _____ Emergency Outlets _____

I understand my accountability and responsibility for compliance and the consequences of non-compliance.

Student _____ Date _____

**UTHSC College of Nursing
NSG 419 (BSN): Leadership Internship Schedule
Spring, 2019**

Students—please contact your preceptor to develop your weekly schedule. **Depending on the preceptor’s schedule, you may work (12hours/day x 1- 2 days/week for 8 weeks for a total of 150 hours for the term).**

These clinical hours may be scheduled on **Tuesday, Wednesday, Thursday, Friday, Saturday or Sunday based on your preceptor’s schedule.**

Document the days and times you have agreed to practice at the internship site on this form. **Submit schedule on or before March 25, 2019** via assignment drop box in Bb. **** Please remember that **ALL CHANGES must be communicated and approved by your clinical faculty** no later than **24 hours** from the time you are or were to practice at the internship site.

Student Name:			Clinical Instructor:			
Internship Site:			Preceptor:			
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3/24	3/25 Class	3/26 Clinical Internship Begins →	3/27	3/28	3/29	3/30
3/31	4/1 Class	4/2	4/3 Legislative Day (12 hours) (Mandatory)	4/4	4/5	4/6
4/7	4/8 Class	4/9		4/11	4/12 PT/Nursing Simulation (Mandatory)	4/13
4/14	4/15 Class	4/16	4/17	4/18	4/19 Spring Holiday (NO Clinical)	4/20
4/21	4/22 Class	4/23	4/24	4/25	4/26	4/27
4/27	4/28 Class	4/29	4/30	5/1	5/2	5/3
5/4	5/6 Class	5/7	5/8	5/9	5/10	5/11
5/12	5/13 Class	5/14	5/15	5/16	5/17	5/18 LAST day of Clinical (if needed)

UTHSC College of Nursing
NSG 419 Internship
Leadership Internship Spring 2019
JOURNAL

Purpose: The purpose of the leadership journal is to apply key leadership concepts presented in class for that week in the clinical setting. This is accomplished through documentation of observations within the internship site, discussions with the leadership preceptor, charge nurse, patient care coordinator, manager, and review of leadership theory in textbook.

Webb, S. (2016), Applying leadership theory to practice using a structured clinical journal. *Journal of Nursing Education* 55(10:599). doi:10.3928/01484834-20160914-12

Instructions: The weekly journal concepts correlate with content covered each week in class. Students are expected to:

1. Answer the questions within each topic area by:
 - defining the *key concept* in the leadership textbook (APA citation)
For example, wk 1 topic *Mission Statement*; define to concept *Mission Statement* “a mission statement is defined as...” (citation)
 - providing specific examples in the clinical setting (**do not use** names of hospital, unit or people in journal descriptions) use for example “In my hospital or on my unit...”
 - analyzing the gap between leadership theory and observed practice
 - supporting statements by providing rationale (APA citation from Leadership textbook)
 - using correct sentence structure, grammar, punctuation & spelling
2. Use the *Exemplar Internship Journal* provided in clinical documents as a guide when preparing your weekly journal.
3. Post weekly journal in assignment dropbox each week.
4. SafeAssign will be used by faculty.

Grading: The Leadership Journal is a pass/fail assignment that is worth 100 points (maximum 12.5 points/week). Students must make a 75% or greater to pass this assignment. If journal entry is **not submitted** by the due date each week **without approved extension by clinical faculty prior to due date**, 2 points will be deducted for that week. Students are expected to read feedback communicated by clinical faculty and incorporate into the journal entries for the next week.

Week 1

Student Name:

Topic	Discussion	Student Activities	
1 a. Mission Statement	<ul style="list-style-type: none"> ▪ Define the concept <i>mission statement</i>. ▪ What is the mission statement of the organization in which you are assigned? ▪ Does care reflect/not reflect the mission statement (gap between leadership theory and practice)? Explain your answer. 	<ul style="list-style-type: none"> ▪ Find/read mission, vision, values of organization ▪ Observe Patient Care 	
Week 1		Points Possible	Student Score
Submitted by due date		2	
Followed assignment instructions		1	
Defined key concept in leadership text book with APA citation		2	
Provided specific examples from the clinical setting		2	
Analyzed the gap between leadership theory and practice		2	
Supported statements with statements from the leadership textbook with APA citation		2	
Used correct sentence structure, grammar, punctuation and spelling		1.5	
Total Points possible =		12.5	
Comments by Faculty: 			

Week 2

Student name:

Topic	Discussion	Student Activities
2.a. Leadership	<ul style="list-style-type: none"> ▪ Define the concept <i>leadership</i>. ▪ Describe a situation on the microsystem (unit) in which leadership was practiced. ▪ What leadership style was practiced? ▪ What type of power was used in the interaction? ▪ Was the type of power & leadership style effective for the situation? Explain your answer. ▪ Did a <i>gap</i> exist between leadership theory and practice? Explain your answer. 	<ul style="list-style-type: none"> ▪ Observe interactions of preceptor, staff with patients, families and interprofessional team
b. Performance Appraisal	<ul style="list-style-type: none"> ▪ Define the concept <i>performance appraisal</i>. ▪ Describe the performance appraisal process in your institution. 	<ul style="list-style-type: none"> ▪ Discuss with preceptor & nurse manager.

Week 2	Points Possible	Student Score
Submitted by due date	2	
Followed assignment instructions	1	
Defined key concept in leadership text book with APA citation	2	
Provided specific examples from the clinical setting	2	
Analyzed the gap between leadership theory and practice	2	
Supported statements with statements from the leadership textbook with APA citation	2	
Used correct sentence structure, grammar, punctuation and spelling	1.5	
Total Points possible =	12.5	
Comments by Faculty:		

Week 3

Student name:

Topic	Discussion	Student Activities
3a. Risk Management	<ul style="list-style-type: none"> ▪ Define the concept <i>risk management</i>. ▪ Describe the role of the risk manager. ▪ What types of errors are reported in your institution? ▪ Describe a situation in which an error occurred on your microsystem (unit). ▪ Did a <i>gap</i> exist between leadership theory and practice? Explain your answer. 	<ul style="list-style-type: none"> ▪ Discuss with preceptor, charge nurse, PCC, or nurse manager
b. Facility protocol reporting	<ul style="list-style-type: none"> ▪ Define the concept of <i>facility reporting</i>. ▪ Describe the process for reporting errors & near misses. ▪ What types of unexpected or unusual incidents are reported? ▪ Did a <i>gap</i> exist between Leadership theory and practice? Explain your answer. ▪ What information should be included in an unusual occurrence report? 	<ul style="list-style-type: none"> ▪ Discuss with preceptor, charge nurse, PCC, or nurse manager
c. Patient Safety	<ul style="list-style-type: none"> ▪ Define the concept <i>patient safety</i>. ▪ Describe a patient safety issue that occurred on the microsystem (unit). ▪ How was the issue resolved? ▪ Did a <i>gap</i> exist between leadership theory and practice? Explain your answer. ▪ Describe a quality improvement process (i.e. core measure, NDNQI indicator) being measured on the unit. ▪ Describe the results. 	<ul style="list-style-type: none"> ▪ Discuss with preceptor, charge nurse, PCC, or nurse manager ▪ Review QI plan/balanced scorecards for unit

Week 3		Points Possible	Student Score
Submitted by due date		2	
Followed assignment instructions		1	
Defined key concept in leadership text book with APA citation		2	
Provided specific examples from the clinical setting		2	
Analyzed the gap between leadership theory and practice		2	
Supported statements with statements from the leadership textbook with APA citation		2	
Used correct sentence structure, grammar, punctuation and spelling		1.5	
Total Points possible =		12.5	
Comments by Faculty:			

Week 4

Student name:

Topic	Discussion	Student Activities
4. a. Change	▪ Define the concept <i>change</i> .	

	<ul style="list-style-type: none"> ▪ Describe a recent change that occurred on the microsystem. ▪ What were two barriers encountered during implementation of the change? ▪ How were they resolved? ▪ Was the resolution effective/not effective? Explain your answer. ▪ Did a gap exist between leadership theory and practice? Explain your answer 	<ul style="list-style-type: none"> ▪ Discuss with preceptor, charge nurse or PCC
b. Budgeting	<ul style="list-style-type: none"> ▪ Define the concept <i>budget</i>. ▪ Describe the type of budget used in the microsystem. ▪ Define the concept <i>variance analysis</i>. ▪ How does the manager use variance analysis to guide clinical decision-making? ▪ Did a gap exist between leadership theory and practice? Explain your answer 	<ul style="list-style-type: none"> ▪ Discuss with nurse manager

Week 4	Points Possible	Student Score
Submitted by due date	2	
Followed assignment instructions	1	
Defined key concept in leadership text book with APA citation	2	
Provided specific examples from the clinical setting	2	
Analyzed the gap between leadership theory and practice	2	
Supported statements with statements from the leadership textbook with APA citation	2	
Used correct sentence structure, grammar, punctuation and spelling	1.5	
Total Points possible =	12.5	
Comments by Faculty:		

Week 5

Student name:

Topic	Discussion	Student Activities
a. Charge Nurse Role	<ul style="list-style-type: none"> ▪ Define the concept <i>charge nurse</i>. ▪ Describe the role of the charge nurse/PCC in terms of: <ul style="list-style-type: none"> a. Delegation and supervision. 	<ul style="list-style-type: none"> ▪ Observe charge nurse role ▪ Discuss role with charge nurse

	<ul style="list-style-type: none"> b. Consultant for clinical and technical problems. c. Manager of staff, equipment, traffic during patient acute events. d. Managing patient flow <ul style="list-style-type: none"> ▪ Did a gap exist between leadership theory and practice? Explain your answer 	
b. Patient Assignments	<ul style="list-style-type: none"> ▪ Define the concept of <i>staffing</i>. ▪ Define the skill mix used on the unit. ▪ Discuss whether the method of scheduling done on the unit is centralized or decentralized. ▪ Describe the method of scheduling used to complete the written schedule on the unit. (decentralized, self-scheduling, fixed) ▪ Describe how each of the following are utilized when patient assignments are made: <ul style="list-style-type: none"> Role - Licensure - Experience – Acuity - Patient intensity - Safety needs - Caregiver continuity - Patient preference – ▪ Are patient care assignments made based on acuity or by block scheduling? Explain your answer. ▪ Did a gap exist between leadership theory and practice? Explain your answer 	<ul style="list-style-type: none"> ▪ Observe the patient assignment process ▪ Discuss with preceptor, charge nurse or PCC

Week 5	Points Possible	Student Score
Submitted by due date	2	
Followed assignment instructions	1	
Defined key concept in leadership text book with APA citation	2	
Provided specific examples from the clinical setting	2	
Analyzed the gap between leadership theory and practice	2	
Supported statements with statements from the leadership textbook with APA citation	2	
Used correct sentence structure, grammar, punctuation and spelling	1.5	
Total Points possible =	12.5	
Comments by Faculty:		

Week 6

Student name:

Topic	Discussion	Student Activities
6. a. Delegation	<ul style="list-style-type: none">▪ Define the concept of <i>delegation</i>.▪ Describe a situation in which you delegated activities on your unit.▪ Describe how the “5 Rights of Delegation” factored into your decision to delegate the activity.▪ How was supervision of the delegated activities ensured?	<ul style="list-style-type: none">▪ Discuss with preceptor, PCC or nurse manager

	<ul style="list-style-type: none"> ▪ What method of supervision did you use? Describe. ▪ What barriers or obstacles were encountered when delegating? ▪ Describe any feedback you gave after delegating. ▪ Did a gap exist between leadership theory and practice? Explain your answer. 	
--	---	--

Week 6	Points Possible	Student Score
Submitted by due date	2	
Followed assignment instructions	1	
Defined key concept in leadership text book with APA citation	2	
Provided specific examples from the clinical setting	2	
Analyzed the gap between leadership theory and practice	2	
Supported statements with statements from the leadership textbook with APA citation	2	
Used correct sentence structure, grammar, punctuation and spelling	1.5	
Total Points possible =	12.5	
Comments by Faculty:		

Week 7

Student name:

Topic	Discussion	Student Activities
7.a. Conflict Resolution	<ul style="list-style-type: none"> ▪ Define the concept <i>conflict</i>. ▪ Describe a recent conflict situation on the microsystem. ▪ What conflict resolution style was used (avoiding, compromise, competing, accommodation, smoothing, or collaborating)? ▪ Was the style/strategy effective/not effective? Explain. ▪ Did a gap exist between leadership theory and practice? Explain your 	<ul style="list-style-type: none"> ▪ Observation of the conflict. ▪ Discuss with preceptor, charge nurse or PCC

	answer	
Week 7		
Submitted by due date	2	Student Score
Followed assignment instructions	1	
Defined key concept in leadership text book with APA citation	2	
Provided specific examples from the clinical setting	2	
Analyzed the gap between leadership theory and practice	2	
Supported statements with statements from the leadership textbook with APA citation	2	
Used correct sentence structure, grammar, punctuation and spelling	1.5	
Total Points possible =	12.5	
Comments by Faculty:		

Week 8

Student name:

Topic	Discussion	Student Activities
8.a. Disaster Planning	<ul style="list-style-type: none"> ▪ Define <i>disaster</i>. ▪ Describe your institution's color code designations for emergencies. ▪ Where is your institution's emergency plan located? ▪ What is the nurse's role in the institution's security plans? ▪ Did a gap exist between leadership theory and practice? Explain your answer 	<ul style="list-style-type: none"> ▪ Discuss with preceptor, charge nurse, PCC, or nurse manager ▪ Review your institutions emergency codes and security plans
b. Teams	<ul style="list-style-type: none"> ▪ Define the concept <i>teamwork</i>. ▪ How are patient goals/outcomes communicated among team members? ▪ Is the method effective/not effective? Explain. 	<ul style="list-style-type: none"> ▪ Observe Patient Care ▪ Observe communication among interprofessional team ▪ Attend discharge planning

	<ul style="list-style-type: none"> ▪ How is continuity of care ensured across: <ul style="list-style-type: none"> • Microsystems (units) • Healthcare settings? ▪ Did a gap exist between leadership theory and practice? Explain your answer 	<ul style="list-style-type: none"> ▪ Observe staff meeting/end of shift report
c. Discharge Planning	<ul style="list-style-type: none"> ▪ Define <i>discharge planning</i>. ▪ Describe the discharge planning process in your organization. ▪ What is the nurse's role in discharge planning? ▪ What disciplines are involved in the process? ▪ Discuss whether your patient/family was prepared to care for patient upon discharge: <ul style="list-style-type: none"> • Take/give medicines as prescribed • Follow-up with physician post hospitalization • Report symptoms to physician • Care for wound, dressings etc • If ordered, understood role of hospice/home health ▪ Did a gap exist between leadership theory and practice? Explain your answer 	<ul style="list-style-type: none"> ▪ Participate in the discharge process of patients with your preceptor ▪ Participate in the discharge conference
d. Learning	<ul style="list-style-type: none"> ▪ Describe the most valuable experience that you had during the <i>leadership internship</i> and what you learned about yourself through the process. ▪ Describe your Lifelong Learning Plan. How will you actively pursue new knowledge and skills as a professional nurse, including providing evidence-based interventions for the needs of the clients you serve as the health care system evolves. 	<ul style="list-style-type: none"> ▪ Synthesis of course ▪ Reflection

Week 8		Points Possible	Student Score
Submitted by due date		2	
Followed assignment instructions		1	
Defined key concept in leadership text book with APA citation		2	
Provided specific examples from the clinical setting		2	
Analyzed the gap between leadership theory and practice		2	
Supported statements with statements from the leadership textbook with APA citation		2	
Used correct sentence structure, grammar, punctuation and spelling		1.5	
Total Points possible =		12.5	
Comments by Faculty:			

UTHSC

Leadership Internship

Preceptor

Frequently Asked Questions (FAQs)

A list of commonly asked questions by preceptors and are provided as a guide for you when working with UTHSC nursing students. If you have any questions that are not answered with this document, please contact the course coordinator or clinical faculty.

1. Who do I contact if I have questions?

If you have any questions, the course coordinator and clinical faculty are available by beeper. This information is provided for you at the front of the syllabus under faculty contact information.

2. What can I expect the student to be able to do?

The students have successfully completed all of the required pre-licensure courses. In addition, they have performed all of the required skills for these courses in the simulation lab and under the direction of faculty in the clinical setting. A list of the required skills is provided (see table of contents).

3. What can the student **not do?**

The students are not licensed and may be restricted by your institution from accepting telephone/verbal orders, administering IV Chemotherapy, blood/blood products. Students are restricted from administering medications and performing any invasive procedure such as insertion of an IV, NGT, foley catheter without direct supervision of the preceptor.

4. What are my legal responsibilities?

Students carry their own malpractice insurance through UTHSC. As a preceptor, you are responsible for providing supervision of the students, but clinical faculty retain overall accountability for the student.

5. Am I responsible for the student's grade/evaluation?

As the preceptor, you are responsible for identifying student learning needs, providing daily feedback to ensure successful completion of the course outcomes, and contributing to the students' mid-term and final evaluation; however, the UTHSC clinical faculty are responsible for the final grade.

6. What can I expect when clinical faculty make site visits?

Clinical faculty will make supervisory visits once a week to spend time with you and the student to evaluate progress toward meeting clinical course outcomes. This is a time to discuss what you would like the student to do more of, less of, or keep doing. More frequent visits can be arranged if requested by the preceptor or student.

7. What do I do if the student does not report to clinical?

When establishing the student/preceptor relationship at the beginning of the course, student and preceptor contact information must be shared. Students must notify the clinical faculty, preceptor & nursing unit if they are unable to come to clinical. If you are not notified of the absence, immediately contact the clinical faculty by beeper.

8. What do I do if the student is late or leaves clinical early?

If the student shows up more than 15 min. late or misses more than half of shift report, you have the authority to send the student home, reschedule the clinical day at your convenience, and notify clinical faculty. The student may not leave clinical early without permission of clinical faculty.

9. What do I do if I have an unplanned absence such as illness on the day the student is scheduled to work with me?

If you are unable to work on the scheduled day with the student, please notify the student & clinical faculty, and reassign the student to another preceptor for the day.

10. What do I do if I have a planned absence on the day the student is scheduled to work with me?

Communicate the change in schedule to the student and clinical faculty and reschedule the clinical day.

11. What do I do if a medication/treatment error is made?

If a medication/treatment error is made, first ensure the patient's safety, then follow your institution's policy regarding reporting of error. Immediately notify the clinical faculty by beeper.

12. What do I do if the student has a needle stick injury?

If a needle stick injury occurs, first follow your institution's policy regarding needle stick injury & immediately notify the clinical faculty by beeper.

13. What do I do if the student is not meeting expectations?

If the student is not meeting expectations in terms of unsafe practice, unprofessional behaviors and /or communication, immediately discuss with student and notify clinical faculty (see UTHSC dress code & professional behavior documents).

SKILLS

Introduction to Professional Practice	Adult Health	Acute Care
Bathing/Bedmaking	IV Primary	Basic ECG Placement
Oral Hygiene	IV Secondary	Central Line Dressing Change
Perineal Care	IV Pumps	PICC/CL/Hickman
Catheter Care	PCA Pumps	Portacath Care Guidelines
Briefs	NGT Insertion/Irrigation	Flushing
Bedpans/Toileting	Enteral Tubes	Sampling
Back Safety	Enteral Feedings	Suctioning

Lifts	Enteral Pumps	Oral
Turns/Transfers	Residual	NP
Ambulation	Meds	ETT
Devices	Assistive Devices:	Trach
Fall Prevention	Canes	Suture Removal
Gait Belts	Crutches	Scenarios
Vital Signs	Walkers	Delegation
T	Cast Care	Prioritization
P	Traction Care	Airways
R	TEDs/SCDs/CMP	ETT - Insertion Assist Care
BP	Subcutaneous Injection	Trach - Types
Orthostatic VS	Intradermal Injection	Tracheostomy Care
Doppler	Ampule	Ventilator Care
Dinamapp	Reconstitution	IV Starts
Intramuscular - Vial	Glucose Monitoring	IV Push
Z track	Blood Administration	Convert IV/INT
NGT/Enteral Meds	Oral Airways	Peritoneal Dialysis
Introduction to Professional Practice	Adult Health	Pediatrics
Enemas	Incentive Spirometry	Assessment - systems
Fleets	T.C.D B	Vital signs
Tap Water	Colostomy Care	Pain assessment
Soap Suds	Appliances	Pediatric medication calculation
Oxygen Therapy	Irrigation	Meds-IM
Types O2	Specimen Collection	Meds- Subcutaneous
Safety	Stool	Meds-Ear
Pulse Oximeter	Sputum	Meds-Eye
ROM	Wound	IV Starts
Positioning	Foley Insertion	Feeding Tubes
Isolation Attire/Types	Specimen from Foley	MIC-KEY Tubes
General Equipment	Bladder Irrigation	G-Tubes
Cleaning	Condom Catheters	Urine
Handwashing	Chest tubes	Collection
Hot/Cold Therapy	Assessment	U-bags

K-pads	Maintenance	Catheters
Ice	Troubleshooting	NG Tubes
Sitz	Wound Care	NG Tube Insertion
Restraints	Sterile	
Medications	Wet to Dry	
Oral	Irrigation	
SL	Packing	
Topical	Drains:	
Rectal	Hemovac	
Vaginal	JP	
Eye	Penrose	
Ear		
Inhalers		

