



Nurse Leader/ Executive Leadership

PROFESSIONAL GRADUATE NURSING PROGRAM

LEAD CLINICAL HANDBOOK

Academic Year 2025-2026



Table of Contents

LEAD Faculty and Role Definition	3
General Information	3
Requirements Specific to Each Course	4
Legacy Curriculum	4
New Curriculum	8
Clinical requirements for all Clinical Immersion Courses	12
Approved Activities for Documenting Course Clinical Practicum Hours	12
Lead Nurse Executive Clinical Experience	13
POLICIES	
The Role of the Preceptor	14
Clinical Preceptor Assessment of Student	16
Performance Resources	19

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UNMC COLLEGE OF NURSING

Definition of the Nurse Leader/Executive (LEAD) Role

As a master's prepared nurse in a nurse leader/executive role, you will have advanced knowledge and skills in optimizing structures and processes, including managing human capital, demonstrating financial acumen, and influencing health and public policy. As a nurse leader/executive, you will drive innovation in care management/delivery systems using organizational savvy, effective communication, and implementing professional practice environments and models. As a nurse leader/executive, you are prepared to function effectively by developing teams, executing strategic plans, encouraging accountability, and managing ethical human and business issues. You will develop advanced knowledge and skill in quality monitoring and improvement, evidence-based practice and research, and will build collaborative environments that cultivate innovation.

General Information

Students enrolled in these nursing courses are expected to adhere scrupulously to the Minimum Standards of Academic Integrity outlined in the UNMC Student Handbook under Standards of Student Academic performance. Cheating, academic misconduct, fabrication and plagiarism are viewed as serious matters and will lead to disciplinary action as described in the UNMC Student Handbook under Procedural Rules Relating to Student Discipline. Students are required to be licensed as an RN in the state where they will be completing their clinical practicum experiences.

Requirements specific to each course:

The specialty courses for the NURSE LEADER/EXECUTIVE (LEAD) are designed to build your skills, knowledge and attitudes in leadership and management. The clinical practicum hours for the role are woven within the specialty courses as indicated in the various course syllabi. Information regarding all LEAD courses, including clinical practicum experiences, is included in this packet.

Legacy Curriculum (will end Spring 2026) *Legacy Course numbers end in b

NRSG 651b Health Care Systems and Policy Course Description

Evaluation of health care systems and their effect on the health of populations. Emphasis will be on systems theory/thinking, case management, health policy and strategies, and the coalition building process to influence systems.

Course Objectives

1. Appraise the continuing development of health care systems and their effect on the health of aggregates.
2. Analyze the effectiveness (quality, access, cost) of the US current health care systems, the needed system, and other nations' systems.
3. Evaluate the relationship between health care policy and the system of health care delivery from an organizational, local, regional, and national perspective.
4. Lead in the development and analysis of health care policy through the coalition process.
5. Evaluate the ethical dimensions of health care policies in terms of the policy's effect on the health of populations.
6. Examine how personal values and commitment influence health care systems and the delivery of care to populations.

NRSG 652b/852b: Organizational Improvements

Course Description

This course is designed to analyze change within organizational units and to apply knowledge of evidence-based leadership and management practice to improve outcomes at the microsystem level. The course provides a foundation in facilitating change through the measurement, evaluation and improvement of care delivery.

Course Objectives:

1. Apply leadership concepts in the design, delivery and evaluation of care at the microsystem level.
2. Evaluate organizational processes conducive to excellence in care at the microsystem level.
3. Demonstrate successful change strategies.
4. Integrate informatics into the design, decision-making, and evaluation of outcomes.
5. Apply knowledge from improvement processes to the development and redesign of care at the microsystem level.

NRSG 653b/853b: Analyzing Issues in Nursing Administration

Course Description

This course is designed to provide practicum experience with an emphasis on analyzing personal, professional, and organizational leadership philosophies/practices. Key issues explored include legal and ethical considerations, regulatory issues, risk management concerns, and integrating leadership, management, human resource, and administrative skills into the professional nursing administration practice role.

Course Objectives

1. Analyze legal, regulatory, risk management, ethical and current issues in advanced nursing leadership/administration.
2. Examine how personal values and commitment influence legal, ethical and current issues in advanced nursing leadership/administration.
3. Integrate leadership and administrative skills into the professional nursing administration practice role.

NRSG 654b/854b: Introduction to Health Informatics

- No clinical practicum experiences in this course

Course Description

An introduction to the analysis and evaluation of information needs and information systems in communities and health care organizations. Informatics knowledge, skills, and abilities necessary for clinical, administrative, and technical decision making will be emphasized. Clinical, financial, policy, legal, technical, and ethical issues concerning healthcare informatics will be discussed.

Course Objectives

1. Analyze local, state, and national informatics issues from the perspective of a systems leader and incorporate this knowledge into organizational decision making.
2. Apply knowledge of national requirements for clinical data representations, patient record guidelines, and privacy/security infrastructure to organizational decision-making.
3. Evaluate the capabilities of computerized information systems to provide patient sensitive data that support clinical practice and administrative decision making.
4. Differentiate interdisciplinary roles in the management of health data, information, and knowledge in support of a patient-centered health care system.
5. Apply information management/informatics concepts and terminology to facilitate communication among healthcare decision-makers, healthcare providers and information technology professionals, particularly in regards to formal decision making.

NRSG 655b/855b: Health Care Economics and Financial Management

- Faculty directed clinical practicum experience (45 clock hours)
- Students complete a business proposal (organizational, marketing, and financial plan) targeting a new unit or project.

Course Description

Examination of health care economics, financial planning, analysis, and management with a focus on the role of the nurse leader/executive. Key issues explored include health care financing, relationship between finance, economics and quality, accounting principles, and ethics. Central to the course is the clinical application of key principles and methods of financial analysis, cost analysis, budgeting, and business planning.

Course Objectives

1. Analyze financial processes (programming, forecasting costs, budgeting, managing and improving fiscal performance) and implications of economic principles in a public or private sector health care program or organization.
2. Determine the financial feasibility of a health care program, unit, or intervention, including costs, productivity and breakeven analysis.
3. Examine ethical issues related to financial management, economic analysis and the allocation of scarce resources.
4. Examine the health care economic environment, current financing and funding trends in health care and the implications for health care agencies/programs and nursing practice.
1. Design and present an effective business proposal, reflecting appropriate application of financial and economic data and processes.

NRSG 656b/856b: Developing Systems and Infrastructures in Health Care Organizations

- Precepted fall clinical practicum experience (90 clock hours), continued with NRSG 657/857 in the spring semester.
- Students complete an organizational assessment of their preceptor's organization.
- Students envision and lead initial development of a unit or system project within their preceptor's organization, continued with NRSG 657/857 in the spring semester.
- Students refine leadership skills in optimizing structures and processes, including managing human capital, developing teams, building collaborative environments, encouraging accountability, and implementing professional practice environments and models

Course Description

Exploration of leadership and management knowledge as they relate to supporting and maintaining the mission of health care organizations. Emphasis is on developing leadership skills, analyzing systems to promote transition, and managing units, departments, or programs strategically.

Course Objectives

1. Analyze selected leadership and management concepts, theories, and research as they relate to developing systems and infrastructures in health care organizations, nursing systems, and nursing practice.
2. Explore current issues and trends in health care management and their impact on the work of health care providers and health care organizations.
3. Examine the changing roles and responsibilities of nurse leader/executives and other health care providers in relation to developing systems and infrastructures to establish professional practice environments that support the work of all health care providers.
4. Develop skill in assessing a health care organization, developing shared vision, creating plans to move organizations toward shared vision, making decisions, and establishing the support systems necessary for accomplishing the work of an organization from both strategic and daily management perspectives.
5. Describe a personal philosophy of a nurse leader/executive.

NRSG 657b/857b: Practicum in Managing and Evaluating in Health Care

- Precepted spring clinical practicum experience (135 clock hours), continued from NRSG 656/856.
- Students implement and evaluate a unit or system project within their preceptor's organization.

- Students refine leadership skills in executing strategic plans, demonstrating financial acumen, driving innovation in care management/delivery systems, quality monitoring, evaluation and improvement, and implementing evidence-based practice and research using organizational savvy and effective communication.

Course Description

Seminar and clinical management and evaluation experiences in a health care organization. Emphasis is on developing leadership, management and evaluation skills, enhancing personal effectiveness, and integrating knowledge into the practice role of a nurse leader/executive.

Course Objectives

1. Integrate nursing, leadership, management, and evaluation knowledge into the practice of nursing administration.
2. Develop a personal philosophy or worldview of the advanced practice of nursing administration.
3. Demonstrate a variety of strategies to work with groups and individuals that are necessary in accomplishing the mission of a health care organization.
4. Develop management and evaluation competencies that promote the nurse leader/executive's achievement in accomplishing the mission of a health care organization.
5. Evaluate personal effectiveness in demonstrating nursing leader/executive competencies and outcomes.

New Curriculum Courses to start Fall 2025

NRSG 620/621 Leading Care Systems for Nurse Managers/Leading Care Systems for Nurse Managers Clinical Immersion (2/3 credits) 180 Clinical Clock hours

Course Description

This didactic / clinical course prepares students to conduct microsystem analyses and integrate identified quality/value-based improvement activities in a variety of clinical settings as a nurse manager. Emphasis is placed on developing leadership skills, analyzing data and systems to promote quality/value-based improvement, and lead change processes for improvement.

Course Objectives

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|--|
| 1. Conduct a microsystem analysis using a quality improvement process, with consideration for economic and cost outcomes data and their relationship to clinical/patient outcomes that improve safety, effectiveness, timeliness, efficiency, quality and patient-centered care. |
| 2. Develop and implement an evidence-based practice improvement project resulting in a change in policy or practice. |
| 3. Analyze the potential impact of equity, financial, economic, and social justice issues on outcomes of care. |
| 4. Analyze interprofessional (IP) patterns of communication, chain of command, and communication systems both internal and external to the microsystem that impact processes and outcomes of care. |
| 5. Evaluate practices and outcomes of care based on possible economic drivers and cost savings. |

NRSG 622/623 Managing Patient Care Systems as Nurse Managers/Managing Patient Care Systems as Nurse Managers Clinical Immersion (3/3) 180 Clinical Clock Hours

Course Description:

This didactic / clinical course prepares students to select and deploy the resources for clinical staff to provide direct patient care and care coordination in a chosen area of clinical focus. Coursework is completed in a health care environment that supports care coordination by identifying health care issues, engaging with interprofessionals and patients, and determining needed resources (e.g., financial, human, technology). Emphasis is placed on analyzing data, communicating needs, leveraging technology, developing strategic and leadership skills, and leading resource acquisition and deployment for care coordination, care transitions, and crisis identification and management. 3 didactic credits, 3 clinical credits (variable)

Course Objectives

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|--|
| 1. Engage in a professional organization or agency wide committee/task force, using appropriate communication skills to provide ideas, information, and feedback about issues. |
| 2. Analyze an aggregate dataset against institutional and national benchmarks to identify necessary changes in person-centered care delivery and disseminate findings. |
| 3. Conduct an analysis of an adverse and/or crisis event which includes a trend analysis, identification of root cause(s), and analysis of the outcome data, and develop an action plan related to the analysis and best evidence for improvement. |

4. Manage situations including crisis and/or disaster events, to include relationships, conflict, team dynamics, and staff behaviors.
5. Evaluate a care transition process and develop recommendations to maximize care efficiency and throughput for care coordination & lateral integration.
6. Recognize relationship between, and impacts of, reimbursement and value-based purchasing on revenue, patient care delivery systems, and performance management initiatives.
7. Plan and implement strategic management principles to facilitate change, manage projects, and collaborate with other service lines using shared decision making that results in improvements in healthcare delivery.

NRSG 624/625 Evaluating Care Systems for Nurse Managers/Evaluating Care Systems for Nurse Managers Clinical Immersion (3/4) 240 Clinical Clock Hours

Course Description

This course is designed to promote personal effectiveness in the application of leadership skills and administrative knowledge with a global perspective and valuing diversity related to supporting, maintaining, and evaluating the mission of microsystem, mesosystem, and/or macrosystem health care organizations. Emphasis is on analyzing systems to promote communication, coordination, situational, financial, and human resource management within interprofessional teams. 3 didactic credits, 4 clinical credits (variable)

Course Objectives

1. Assess a system's resources, including human and physical resources, perform a gap analysis, prioritize the identified gaps/needs, and communicate these gaps/needs to appropriate stakeholders.
2. Evaluate the impact of information and communication technologies for human and financial management, patient care, and documentation at all system levels including a focus on legal and/or regulatory standards within a safe, transparent reporting culture for reporting incidents.
3. Present to leaders or other stakeholders regarding a healthcare issue or policy and/or recommendations for a change.
4. Present a recommendation regarding the use or implementation of an existing or new/emerging patient/healthcare technology.
5. Evaluate staffing patterns and needs, matching staff competency across professions with patient acuity/needs within the scope of acceptable nursing and interprofessional practice, regulatory standards, and labor laws, while creating a safe, transparent culture for reporting incidents.
6. Apply human resource principles and caring relationships to effect positive outcomes in recruitment, staff selection, performance management, staff development, and staff retention and wellness in actual and simulated experiences, considering equity, inclusivity, and diversity principles.
7. Use evidence-based leadership skills to influence and mentor others' development of professional behaviors while acting as a change agent that can foster a healthy work environment.
8. Create, monitor, and analyze operating and capital budgets and productivity measures, providing justification for variances and complete cost benefit analyses.
9. Forecast future revenues and expenses.

NRSG 707/708 Nurse Executive Leadership/Nurse Executive Leadership Clinical Immersion-(for DNP Students)

Course Description:

This didactic/clinical course prepares nurse leaders to develop nurse executive competencies for leading administrative operations within the domains of communication, knowledge of the health care environment, leadership, professionalism, business skills, and information management and technology. Working within a collaborative and interprofessional organizational and community environment, the nurse executive student will become influential in building partnerships, improving the patient experience of care including quality and satisfaction, while improving the health of populations, valuing diversity, and reducing per capita costs of health care. The nurse executive student will collaborate to create and improve the workplace so graduates and practicing nurses can translate evidence into quality healthcare delivery. (3/2) 120 Clinical Credit Hours

Course Objectives

1. Represent perspectives from both the organization and community in decision making and legislative processes regarding nursing and healthcare
2. Collaborate with medical staff leaders and other disciplines as a champion for patient care, quality, managing conflict, and promoting the professional practice of nursing
3. Collaborate with nursing programs to ensure graduates and practicing nurses develop critical thinking and practice skills to translate evidence into quality healthcare delivery across the continuum of care settings
4. Assess the effectiveness of various patient care delivery models, work designs, and facilities within healthcare systems.
5. Participate in organizational governance, advocating for patient care issues, health care team's value and contributions through marketing and media opportunities, and maintaining fiduciary, credentialing, and performance management systems.
6. Develop, manage, and educate health care team members regarding the effective use of business models, financial, and economic concepts for decision making regarding budgeting, contracting, resources, revenues, expenses.
7. Manage pertinent aspects of human resource systems.
8. Participate in strategic planning by scanning the environment, developing quality initiatives and strategies, and evaluating achievement of strategic outcomes
9. Leverage innovative technology, data management, communications, and information systems to evaluate, prioritize, and improve clinical and financial performance.

Clinical requirements for all Clinical Immersion Courses:

A passing grade in the clinical practicum must be successfully achieved in order to pass the course. Regardless of the grades received on the papers and final examination, failure of the practicum automatically results in failure of the course.

Clinical preceptors and clinical settings will be arranged with the approval of the course faculty and require a UNMC contract for the student to be in their facility. The contract arrangements are made through the course faculty and the graduate contract secretary.

The preceptors are sent an overview of the courses and expectations for the precepted courses, but students are encouraged to clarify the course topics with the preceptor. At the beginning of each semester, the student, preceptor and faculty member will discuss the clinical practicum plan and the student's own objectives. Students are representing the program while they work with clinical preceptors. As a guest at the clinical site, we encourage students to exemplify professional manners.

The practicum grade will be determined by the final clinical evaluation, which will include the progress report of the preceptor at the end of the semester and by the evaluation from the course faculty.

Student Responsibilities:

- Prepare for each practicum experience by:
 - Sharing weekly concepts/topics/assignments with the preceptor
 - Sharing student's SMART goals for each semester
 - Applying didactic content in the practicum setting
 - Using sense-making and debriefing to analyze experiences
- Demonstrate active learning strategies by
 - Appropriate use of printed and electronic leadership assessment resources (brought by student)
 - Asking questions and high levels of engagement
 - Identifying strengths and weaknesses, and being proactive in seeking learning opportunities
- Seek confirmation with the preceptor of any findings of which you may be unsure
- Ask for insights and assistance with new learning opportunities
- Demonstrate evidence of using the practicum experience for advanced learning
- Complete reflective writings about the clinical practicum experience and share with clinical practicum faculty
- Professional attire and comportment

Approved Activities for Documenting Course Clinical Practicum Hours

Clinical practicum hours documentation will be kept using the course log form (see listed approved activities below). Please discuss any additional activity considerations with the course coordinator if unsure as to what constitutes 'approved activities.'

- Performing additional reading(s) or learning beyond assigned course reading(s): (e-Learning modules; websites; YouTube; case studies; videos/DVDs; etc.)
- Searching/reviewing/developing policies and procedures
- Completing reflective writing
- Conducting literature searches
- Attending meetings (unit-based councils; conferences; workshops; nurse organizations; board purpose; conferences/workshops related to course and/or project, project stakeholders, etc.)
- Providing a health-care related presentation or service-learning activity support
- Completing job-related compliancy expectations (up to a maximum of 4 hours)
- Completing job-related orientation expectations (up to a maximum of 8 hours)
- Preparing for/conducting a professional interview (job-related; career advancement; related to course and/or project; up to a maximum of 3 hours)

- Working with stakeholders on quality improvement projects
- Leading a meeting
- Completing a simulation activity
- Gathering data or working with others to interpret data
- Determining availability and costs of resources for projects

Self-assessments: The student will complete a self-assessment at the mid-term and end of each semester. The clinical experiences should be reflected within this assessment and the hours for the semester and the total hours are to be documented for the records kept by the specialty.

Lead Nurse Executive Clinical Experience POLICIES

1. CONTINUING EDUCATION cannot be counted as clinical hours.
2. CONTRACTS and CREDENTIALS FORM : A contract and credentials form must be in place with the student's workplace or preceptor's agency before the student may begin a clinical practicum experience in that organization.
3. DRESS CODE: Professional dress is expected for all clinical experiences. The student's identification card is to be clearly visible at all times.
4. EVALUATION: Students are evaluated through a variety of methods. These can include: case studies (written and oral), midterm and final clinical practicum assessments, faculty observation of competency, Clinical Evaluation of Student Performance, skill demonstration, Student Self- Evaluations, and Clinical Logs. The preceptor is sent an email from sent an email from noreply@corehighered.com with a link to fill out our Preceptor Credential Form. When it is time to renew your license to practice, you will be sent another link with your prepopulated form, from the previous time, update any information and the expiration date. In the body of the email there is a link to complete the Clinical Preceptor Assessment/ Evaluation of Student Performance form at the end of the semester and return to the clinical instructor, via the link from noreply@corehighered.com. Please also add noreply@corehighered.com to your trusted email list to ensure emails do not end up in spam. Throughout the preceptorship, you will continue to receive emails from noreply@corehighered.com, including verification of hours reminders, mid-term and final-evaluation reminders.
5. STUDENT SELF-EVALUATIONS: At the beginning of every semester, students are expected to identify three measurable SMART goals that are reflective of their personal goals for that semester. Students will be evaluating their progress toward meeting their objectives at mid-term and end of the semester.
6. COURSE FACULTY CLINICAL FACILITATION: Course faculty will facilitate clinical learning experiences throughout the LEAD courses that contain clinical hours.
7. PRECEPTOR CLINICAL FACILITATION: Preceptors will facilitate leadership and management learning experiences throughout the courses that contain precepted clinical hours.
8. PRECEPTORSHIP ETIQUETTE: Preceptors are very generous in giving of their time and inviting students into their organizations. It is important, therefore, that your interactions with your preceptors show your gratitude for their efforts. Here are some basic guidelines for etiquette when communicating with your preceptor and other personnel in his/her organization.
 - Make sure your goals for the experience or day are as clear as possible so that your preceptor can assure that you have an optimal learning experience. Provide your

preceptor with:

- Your planned schedule of dates with him or her.
 - Your personal SMART goals.
 - Information on how to get in touch with you.
 - Information about the course, the program, and how you will be evaluated.
 - Information on how to get in touch with your course faculty and/or course coordinator.
- When you start in the practice ask for a brief orientation and get the names of individuals you will be working most closely with. Remember the individual's names and always be polite to them; they will make your experience great or awful!
 - Always be on time and don't leave early. Call if you cannot attend or will be late. If you must leave early; have a reasonable explanation.
 - Dress appropriately. Wear nice street clothes that are clean and neat. DO NOT wear jeans, lots of perfume, or excess piercing. Wear your name tag. Attire should be clean and non-revealing.
 - Cell phone and pagers should NOT ring in the clinical setting; if you must have them with you, put them on vibrate.
 - Always be grateful and thank your preceptors for the experience. It would be appropriate to send a brief thank you note to your preceptor. In any notes or communication of thanks try to describe some specific examples of experiences that were particularly useful, and if appropriate, acknowledge other individuals who were helpful and supportive of your learning.
9. HIPAA: Maintain HIPAA privacy compliance through safeguarding confidential information, accessing information only on a need-to-know basis, and ensuring the integrity of information.

The Role of the Preceptor

The College of Nursing Graduate Faculty would like to thank you for taking time to be a preceptor for one of our students. The role of the preceptor is important in shaping the development of a nurse practitioner. We recognize that it takes time to supervise a student, and we appreciate the additional time you give to each student. As the semester advances, the student will become more accomplished and require less supervision on your part and should begin to facilitate your client caseload.

Expectations of All Preceptors

- Review semester objectives and goals to facilitate clinical learning
- Review daily objectives to be discussed at the beginning of each clinical day
- Create a learning environment for the student and facilitate the critical thinking skills required of a student
- The preceptor is sent an email from sent an email from noreply@corehighered.com with a link to fill out our Preceptor Credential Form. When it is time to renew your license to practice, you will be sent another link with your prepopulated form, from the previous time, update any information and the expiration date.
- In the body of the email there is a link to complete the Clinical Preceptor Assessment/ Evaluation of Student Performance form at the end of the semester and return to the clinical instructor, via the link from noreply@corehighered.com.
- Please also add **noreply@corehighered.com** to your trusted email list to ensure emails do not end up in spam. Throughout the preceptorship, you will continue to receive emails from **noreply@corehighered.com**, including verification of hours reminders, mid-term and final-evaluation reminders.
- The University Of Nebraska Medical Center College Of Nursing is required by our accrediting agencies and the State Board of Nursing to document the credentials and professional experience of persons who serve as clinical preceptors with our students.

Preceptors must have an advanced practice degree (APRN, MD, DO, PA, LMHP, LP) and at least one-year experience at the advanced practice level. The Preceptor Credentials form is available to complete electronically. The link to access and complete the form electronically as it is listed below, via your email address. This form will be updated annually.

The preceptor is sent an email from sent an email from
noreply@corehighered.com

FROM Email: no-reply@corehighered.com

Subject: UNMC: Preceptor Credential Form and Handbook



UNMC: Preceptor Credential Form and Handbook

On behalf of the College of Nursing Graduate Faculty, the Associate Dean, and the entire program, we extend our deepest gratitude for your invaluable role as a preceptor to our students.

Your dedication, time, and mentorship are instrumental in shaping the next generation of nurse practitioners. We recognize the significant commitment it takes to guide and support a student through their clinical journey, and we are sincerely thankful for the knowledge, skills, and wisdom you so generously share.

Your impact reaches far beyond the classroom or clinical setting—you are helping to mold compassionate, competent, and confident healthcare professionals. Our students, and indeed our entire college, are better because of your contribution.

Thank you for being such an essential part of our mission and for making a lasting difference in the lives of our students.

With heartfelt appreciation,

The College of Nursing, University of Nebraska Medical Center

Attachment: DRAFT Preceptor.... CORE 2526.pdf

Click the link below to access your requirements

UPDATE REQUIREMENTS

LEADER Evaluation Tool

CNL Students: NRSG 613/614

LEAD Students: NRSG 620/621

Student Name: _____

Faculty: _____

Academic Year: _____ Semester: Fall Spring Summer

Program Name: (circle one): Clinical Nurse Leader

Nurse Leader/Executive

Preceptor: _____

- The student came to the clinical rotation with individual clinical goals. Y / N
- The student demonstrated safe and quality patient care throughout the clinical rotation. Y / N

Purpose: The LEADER Evaluation Tool is designed to provide a formative and summative assessment of CNL/LEAD student performance, focusing on critical core behaviors essential for advanced-level nursing practice. Its purpose is to ensure consistent, progressive evaluation of clinical and didactic competencies, and professional growth.

Description: The evaluation is completed at the midterm (formative) and end (summative) of the clinical semester and follows the student throughout the identified didactic/clinical courses synthesizing input from faculty, preceptors, and student clinical experiences. Evaluation criteria are leveled from Beginning/Emerging/Competent according to didactic/clinical exemplars and the course mapping with professional organization competencies.

Check one box per row summarizing LEADER performance for experiences common to the clinical/organization setting(s).

The student met the clinical course outcomes at the end of the semester experience. **Pass / No Pass**

LEADER Concepts*	Beginning (0-80%)	Emerging (50-80%)	Competent (80-100%)	Preceptor Comments (NRSG 614 & 621)	Faculty Comments (NRSG 613 & 620)	AACN Domain/ FLO (2021)	CNL (2026)	AONL (2018)	AACN Concepts (2022)
Leadership* • FYI: The core curriculum courses NRSG 601/699 and NRSG 603B prepare the graduate student at the beginning level.	Professional Behavior/Citizenship • Articulates professional identity, values and beliefs that guide one's advanced practice role. • Is professional, on time, courteous, appropriately dressed and has needed resources. <input type="checkbox"/>	Professional Behavior/Citizenship • Articulates professional identity, values and beliefs that guide one's advanced practice role. • Is professional, on time, courteous, appropriately dressed and has needed resources. <input type="checkbox"/>	Professional Behavior/Citizenship • Articulates professional identity, values and beliefs that guide one's advanced practice role. • Is professional, on time, courteous, appropriately dressed and has needed resources. <input type="checkbox"/>			9, 10	9.1, 9.3, 9.5 10.2, 10.3	3 a 1,2, b 1, c 1-2	5
	Bi-Weekly Self-Reflections & Dashboard • Identifies the importance of self-reflection on strengths and opportunities for growth. • Identifies SMART Goals. Shares goals with preceptor. Refines as directed. <input type="checkbox"/>	Bi-Weekly Self-Reflections & Dashboard • Identifies strategies to enhance self-reflection on strengths and opportunities for growth. <u>Shares</u> strategies with preceptor. • Utilizes and evaluates identified SMART goals bi-weekly. Shares progress with preceptor. <input type="checkbox"/>	Bi-Weekly Self-Reflections & Dashboard • Engages in reflective practice personally and promotes reflective practice with team members. • Demonstrates ability to use SMART goals in advanced level role attainment. <input type="checkbox"/>			9, 10	9.1, 9.3, 9.5 10.2, 10.3	3 a 1,2, b 1, c 1-2	5

	Weekly Clinical Hours Log Documentation • Develops a Clinical Log template including a projected plan for clock hour completion per week. Determines leadership meeting attendance with preceptor. <input type="checkbox"/>	Weekly Clinical Hours Log Documentation • Documents approved clinical activities weekly based on preceptor input of meeting attendance. Clinical Log hour barometer. Week 5 (~60 hours achieved); Week 10 (~120 hours achieved); & Weeks 15 - 17 (180 hours achieved). <input type="checkbox"/>	Weekly Clinical Hours Log Documentation • Submits completed Clinical Log demonstrating 180 clock hours of approved activities. <input type="checkbox"/>			9, 10	9.1, 9.3, 9.5 10.2, 10.3	3 a 1,2, b 1, c 1-2	5
Environment Knowledge & Clinical Principles* • Course Outcome #1: Conduct a microsystem analysis using a quality improvement process, with consideration for economic and cost outcomes data and their relationship to clinical/patient outcomes that improve safety, effectiveness, timeliness, efficiency, quality and patient-centered care. • Course Outcome #2: Develop and implement an evidence-based practice improvement project resulting in a change in policy or practice. • FYI: The core curriculum courses NRSG 602 and/or NRSG 651B and NRSG 652B, and NRSG 603 and/or	Clinical Microsystem Analysis Paper • With guidance from the preceptor, <u>identifies</u> an actual or potential risk for a selected patient/population cohort within a specific microsystem. <input type="checkbox"/>	Clinical Microsystem Analysis Paper • Under the guidance of the preceptor, conducts a thorough analysis of an actual or potential risk for a selected patient/population cohort within a specific microsystem. <input type="checkbox"/>	Clinical Microsystem Analysis Paper • Completes and submits the Cause-and-Effect Improvement Paper/Fishbone Diagram of the clinical microsystem by the due date resulting in a grade of 83% or higher (Component of the Clinical Microsystem Analysis Paper). <input type="checkbox"/>			1, 2, 10	1.1, 1.2, 1.3 2.3, 2.4, 2.5, 2.9 10.1, 10.3	1 a 1-10 1 b 1-5 1 c 1-6 1 d 1 and 2 1 e 1 1 f 1-10 1 g	6, 7
	• Under the guidance of the preceptor, uses systems theory in the assessment, design, delivery, and evaluation of an identified health care microsystem. <input type="checkbox"/>	• Under the guidance of the preceptor, utilizes the 5 P's and selected workbook as the guiding tool. <input type="checkbox"/>	• Completes and submits the final Microsystems Analysis Paper by the due date resulting in a grade of 83% or higher. <input type="checkbox"/>			1, 2, 10	1.1, 1.2, 1.3 2.3, 2.4, 2.5, 2.9 10.1, 10.3	1 a 1-10 1 b 1-5 1 c 1-6 1 d 1 and 2 1 e 1 1 f 1-10 1 g	6, 7
	• Based on the Fishbone Diagram analysis, <u>identifies</u> gaps in care and the need for practice improvement resulting in a change in policy or practice. <input type="checkbox"/>	• Under the guidance of the preceptor, <u>selects</u> a gap in care and develops a proposed evidence-based practice improvement change in policy or practice (PDSA & SDSA). <input type="checkbox"/>	• Develop and propose/implement the PDSA & SDSA by the due date resulting in a grade of 83% or higher (Component of the Clinical Microsystem Analysis Paper). <input type="checkbox"/>			1, 2, 10	1.1, 1.2, 1.3 2.3, 2.4, 2.5, 2.9 10.1, 10.3	1 a 1-10 1 b 1-5 1 c 1-6 1 d 1 and 2 1 e 1 1 f 1-10 1 g	6, 7

602B prepare the graduate student at the beginning level.									
Assessment of Populations* <ul style="list-style-type: none"> Course Outcome #5: Evaluate practices and outcomes of care based on possible economic drivers and cost savings. FYI: The core curriculum course NRSG 604 prepares the graduate student at the beginning level. For the CNL student, NRSG 610, 611, & 612 prepares the CNL student. 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> Access and review the appropriate guiding workbook for one's assigned clinical microsystem (www.clinicalmicrosystem.org) to provoke thinking about information needed to improve a microsystem 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> Under the guidance of the preceptor, assess/explore the clinical microsystem using the 5P's to assist one's understanding of the unique clinical microsystem. 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> In evaluating practices and outcomes of care based on discoveries, list actions to consider in redesigning services related to economic drivers and cost savings (Component of the Clinical Microsystem Analysis Paper). 			2, 3	2,2,2,3,2,4,2,5 3,1,3,3,3,4,3,5	1.a.1-10 1.3.1	1, 3, 4, 8
Dedicated and Ethical Use of Informatics & Healthcare Technologies* <ul style="list-style-type: none"> FYI: The core curriculum courses NRSG 602 and/or NRSG 654B prepare the graduate student at the beginning level. 	Professional Behavior/Citizenship <ul style="list-style-type: none"> Under the guidance of the preceptor, uses informatics processes and technologies in an ethical manner to manage and improve the delivery of safe, high-quality, and efficient health care services in accordance with best practice and professional and regulatory standards. 	Professional Behavior/Citizenship <ul style="list-style-type: none"> Under the guidance of the preceptor, uses informatics processes and technologies in an ethical manner to manage and improve the delivery of safe, high-quality, and efficient health care services in accordance with best practice and professional and regulatory standards. 	Professional Behavior/Citizenship <ul style="list-style-type: none"> Under the guidance of the preceptor, uses informatics processes and technologies in an ethical manner to manage and improve the delivery of safe, high-quality, and efficient health care services in accordance with best practice and professional and regulatory standards. 			3, 8	3,1,3,5 8,1,8,2,8,3,8,5	1.a.1-10 1.e.1 1.g.1 2.c.1-3	2, 8
Effective Communication* <ul style="list-style-type: none"> Course Outcome #4: Analyze interprofessional (IP) patterns of communication, chain of command, and communication systems both 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> Communicates effectively with the interprofessional clinical microsystem team to establish relationships and understand climate and culture. 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> Under the guidance of the preceptor in the clinical microsystem and use of the 5 P's and workbook, identifies specific, or appropriate, interprofessional team members. 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> Under the guidance of the preceptor in the clinical microsystem and use of the 5 P's and workbook, administers identified surveys to specific, or appropriate, interprofessional 			2, 3, 6	2,2,2,5,2,9 3,1,3,4 6,1,6,2,6,3	1.e.1 1.f.4 2.b.1-5	2

internal and external to the microsystem that impact processes and outcomes of care. <ul style="list-style-type: none"> FYI: The core curriculum courses NRSG 601/699, NRSG 602, and/or NRSG 603B prepare the graduate student at the beginning level. 			team members (MindTools; Relational Coordination Map; Components of the Clinical Microsystem Analysis Paper).						
Resource Management* <ul style="list-style-type: none"> Course Outcome #3: Analyze the potential impact of equity, financial, economic, and social justice issues on outcomes of care. FYI: The core curriculum courses NRSG 602 and/or NRSG 655B prepare the graduate student at the beginning level. 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> Access and review the appropriate guiding workbook for one's assigned clinical microsystem (www.clinicalmicrosystem.org) to provoke thinking about information needed to improve a microsystem 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> Under the guidance of the preceptor, assesses the clinical microsystem using Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Tool. 	Clinical Microsystem Analysis Paper <ul style="list-style-type: none"> Based on the clinical microsystem SWOT Analysis, summarizes the potential impact of equity, financial, economic, and social justice issues on outcomes of care (Component of the Clinical Microsystem Analysis Paper). 			7	7,1,7,2,7,3	1.a.1-10 1.e.1 1.g.1 2.c.1-3	8

*KEY:

L=Leadership (including The Leader/Within, Personal Development, Professional Identity, Professionalism, & Self-Reflection)

E=Environment Knowledge and Clinical Principles (including Evidence-Based Practice, Outcomes Measurement, Quality Improvement, Risk Assessment, Safety, Systems-Based Practice, Managing/Evaluating Systems, & Health Care Policy)

A=Assessment of Populations (including Care Coordination, Transitions of Care, Lateral Integration of Care, & 3 E's for the CNL)

D= Dedicated and Ethical Use of Informatics & Healthcare Technologies (including Information Management or the use of Information Systems and Technologies to Improve Healthcare Outcomes)

E=Effective Communication/ & Relationship Building (including Interprofessional Collaboration, Team Leadership, & Patient/Team Education)

R=Resource Management (including Disaster Mgt., Human Resources, & Business Skills & Principles)

MIDTERM SITE VISIT & FORMATIVE EVALUATION	
Faculty Comments:	
Preceptor Comments:	
Student Strengths:	
Students Areas for Improvement/Growth:	
Faculty Signature:	Date:
(I have reviewed the Midterm Evaluation with the Student and Preceptor)	
Preceptor Signature:	Date:
(I have reviewed the Midterm Evaluation with the Student and Faculty)	
Student Signature:	Date:
(I have read and discussed the Midterm Evaluation with my Faculty and Preceptor)	
<p>Student Self-Evaluation Comments: How are you progressing towards your goals?</p> <p>What are 3-5 areas of strength?</p> <p>What are 3-5 areas for improvement and plan for improvement?</p> <p>How would you describe your working relationship with your preceptor so far? Please include examples of how they support your learning, provide feedback, and involve you in projects/process improvement/process creation, and other leadership activities.</p>	

FINAL SITE VISIT & SUMMATIVE EVALUATION	
FINAL GRADE: Pass No Pass	
Faculty Comments:	
Preceptor Comments:	
Faculty Signature:	Date:
(I have reviewed the Final Evaluation with the Student and Preceptor)	
Preceptor Signature:	Date:
(I have reviewed the Final Evaluation with the Student and Faculty)	
Student Signature:	Date:
(I have read and discussed the Final Evaluation with my Faculty and Preceptor)	
<p>Student Self-Evaluation Comments: Did you meet your goals?</p> <p>Did you implement tools for improvement, and did they work?</p> <p>What are 3 areas for continued improvement?</p>	

Resources

American Nurses Credentialing Center. Accessed 7/30/25 at [American Nurses Credentialing Center \(ANCC\) | ANA \(nursingworld.org\)](https://www.nursingworld.org/ANCC)

American Association of Nurse Leaders. Accessed 7/30/25 at [Nurse Leaders | AONL](https://www.aonl.org/).
<https://www.aonl.org/>

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.
<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>