



COLLEGE *of* NURSING

EAST TENNESSEE STATE UNIVERSITY

Preceptor Orientation Handbook

Undergraduate Programs
Graduate Programs

2016- 2017

This orientation handbook is available at: http://www.etsu.edu/nursing/graduateprograms/preceptor_orientation.aspx

3/22/17

Table of Contents

Introduction 3

Tennessee Rules and Regulations of Registered Nurses..... 4

 ANA Code of Ethics..... 4

Specific to East Tennessee State University:

 Supervision of students..... 6

 The Curriculum 7

 1. Academic Programs Orientation..... 7

 2. Course and Clinical Orientation Requirements..... 8

ETSU College of Nursing Faculty Roles

 Program/Concentration/Course Coordinators..... 8

 Program Directors/Assistant Directors 9

 Academic Clinical Coordinators 9

 Course Professors 9

 Clinical/Practicum Faculty for All Clinical Groups..... 9

 Additional Clinical/Practicum Faculty Roles specific to Preceptorships..... 10

Preceptor Role..... 11

Student Role 11

Evaluation

 Preceptor evaluation of the student 12

 Faculty evaluation of the student 12

 Student evaluation of the preceptor 12

 Student evaluation of the clinical/practicum faculty 13

 Student evaluation of the site 13

Mission, Purpose, Objectives-ETSU Mission Statement..... 13

College of Nursing Mission and Vision Statement..... 13

End of Program Terminal Objectives:

 BSN, MSN & DNP Program 14

 PhD Program 15

Project Concert Preceptor Instructions 15

Preceptor Responsibilities for Clinical Placement 16

Introduction

Welcome to clinical teaching at East Tennessee State University. Your willingness to support the College of Nursing through provision of time and expertise to students advances our mission *to facilitate the health of the community through excellence and innovation in nursing education, research, scholarship, creative activity, service, and practice*. The College of Nursing wishes to support you with provision of information, resources, and support while you volunteer either as clinical faculty or a preceptor. Clinical faculty contract with the College of Nursing to provide education and supervision of student learning activities in clinical settings. Preceptors provide direct teaching and supervision of one (sometimes two) students in the clinical area through guidance and mentoring of students over a defined period of time working with faculty in the College of Nursing to ensure adequate student progress and achievement. The purpose of this orientation manual is to provide guidelines for you in your role as clinical faculty or preceptor.

East Tennessee State University College of Nursing

Administration: Dean Wendy Nehring leads the College of Nursing through innovation and visionary thinking. The College of Nursing leadership focuses in three key areas including practice, research, and teaching.

- Associate Dean of Practice: Patricia Vanhook, PhD, APRN, FAAN
- Associate Dean of Research: Kenneth Phillips, PhD, RN
- Associate Academic Dean: open

Academic Programs:

There are four degree programs including the Baccalaureate of Nursing (BSN), Master's through TN eCampus (MSN), doctor of nursing practice (DNP), and doctor of philosophy (PhD). Within the BSN and DNP programs are specialty and concentration areas. Program directors work in collaboration with specialty and concentration coordinators. The following faculty coordinate these areas:

Undergraduate Program Director: Melessia Webb, EdD, RN

RN-BSN Coordinator: Tabitha Quillen, MSN, RN

ETSU-HMVC Coordinator: Michelle Littleton, MSN, RN

Clinical Coordinator: Sandy Churchill, MSN, RN, FNP

Graduate Program Director: Myra Clark, PhD, APRN, FNP-C

PhD Program Coordinator: Kenneth Phillips, PhD, RN

BSN/DNP Family Nurse Practitioner and Adult Gerontology Primary Care NP

Coordinator: Charles Cooley, DNP

BSN/DNP Psychiatric Mental Health NP Coordinator: Judith Rice, DNP

BSN/DNP Executive Leadership Coordinator: Nancy Cameron, DNP

MSN Coordinator: Nancy Cameron, DNP

Clinical site placement for student learning experiences at the Undergraduate Level is coordinated by Ms. Sandy Churchill, MSN, RN, FNP. Clinical site placement at the Graduate Level is coordinated between the student, course professor, clinical site coordinator (if applicable) and program coordinator.

The Tennessee Board of Nursing (BON) regulates both nursing practice and nursing education. As you begin your clinical teaching activities it is imperative to understand the regulations associated with clinical teaching and clinical learning. A snapshot of the nursing specific regulations can be reviewed below. The full regulations can be access through the Tennessee Board of Nursing website at: <http://share.tn.gov/sos/rules/1000/1000-01.20150622.pdf> with rules and regulations specific to nursing education, beginning with 1000-01-.05.

TENNESSEE RULES AND REGULATIONS OF REGISTERED NURSES
1000-01-.07 SCHOOLS - FACULTY.

Qualifications. - Faculty members shall be qualified by academic preparation and experience.

(a) Professional requirements:

1. Current license as a professional nurse in the State of Tennessee.
2. Ethical and personal standards as described in “The Code for Professional Nurses.”

ANA Code of Ethics

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

The profession of nursing, collectively through its professional organizations,

must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015

In addition, the Tennessee Board of Nursing establishes educational and experience requirements. These are as follows:

Teachers: There shall be at least one instructor with advanced preparation in each clinical and major teaching area who is primarily responsible for the theory and clinical nursing practice.

(i) Education: A Master's Degree in nursing from an accredited college or university is recommended.

(ii) Experience: The nursing instructor should have sufficient nursing experience to demonstrate professional competence.

(iii) If a less qualified teacher is employed because a qualified candidate is not available, he shall function as an assistant under the direct guidance of a faculty member fully qualified in the specific clinical area.

Furthermore, the following clinical guidelines apply for East Tennessee State University students:

- ***A nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned.***
- Faculty shall be responsible for ensuring that students perform only skills or services in direct client care for which they have received instruction and have been found proficient by the instructor. Skills checklists shall be maintained for each student.
- Faculty members or preceptors providing on-site supervision in the clinical care of clients shall be responsible and accountable for the assignment of clients and tasks based on their assessment and evaluation of the student's clinical knowledge and skills. Supervisors shall also monitor clinical performance and intervene if necessary for the safety and protection of the clients.
- Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignment with the preceptor. ***A preceptor may not further delegate the duties of the preceptorship.***
- Preceptors shall provide to the nursing education program evidence of competence to supervise students' clinical experience for quality and safety in each specialty area where they supervise students. ***The clinical preceptor shall be licensed as a nurse at or***

above the level for which the student is preparing.

Specific to East Tennessee State University:

- Preceptors must have a current unencumbered state license and national certification, as appropriate, in the population-focused or specialty practice area.
- Preceptors must provide copies of all required clinical health care requirements.
- Preceptors for undergraduate programs must have a minimum of two (2) years experience in the area relevant to the student's clinical assignment. At the graduate level, the preceptor must have one or more years of experience in an area of practice relevant to the student's clinical need.
- Preceptors for undergraduate programs must possess a minimum of a BSN. Preceptors who are an advanced practice nurse must be masters or doctorally prepared. If necessary, exceptions may occasionally be made by the faculty clinical coordinator, as guided by professional standards and guidelines.

Supervision of students (Undergraduate and Graduate)

- When faculty are supervising *direct client care* by students, the ratio of students to faculty shall not exceed 10 students to one faculty member. The faculty member shall be *on site* in the *clinical setting solely to supervise students*.
- In utilizing preceptors to supervise students in the clinical setting, the ratio shall not exceed two students to one preceptor at any given time.***
- During the period in which students are in the clinical setting with a preceptor, the ETSU course faculty member shall be available for communication and consultation with the preceptor.
 - A. Prior to beginning any preceptorship, the following shall be required:
 1. Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience;
 2. An orientation program for faculty, preceptors, and students;
 3. A skills checklist detailing the performance of skills for which the student has had faculty- supervised clinical and didactic preparation; and
 4. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

The Family Educational Rights and Privacy Act (FERPA)

Just as there are laws governing patient privacy (HIPAA), similar laws exist to protect student privacy. Student records are confidential and protected under the Family Educational Rights and Privacy Act (FERPA). As a general rule, faculty and preceptors

should approach student privacy much in the same manner that clinicians approach patient privacy.

Conversations about student progress and achievement are appropriate among the educational team but should otherwise be treated as confidential. Student papers and faculty documentation and evaluation of student progress (e.g., grades) are treated as confidential.

College of Nursing resources can be contacted for any questions about student privacy issues. In addition, the East Tennessee State University FERPA policy is available at <http://www.etsu.edu/reg/records/ferpa.aspx>.

Preparation for Clinical Teaching and Precepting

The Curriculum

Understanding the overall program of study for the student is essential to effectively guiding the student through the assigned course. The program of study can be accessed on the College's website, and you will be provided a copy as a part of your orientation. Clinical courses provide the student with an opportunity to demonstrate developing competency in the application of nursing knowledge and skills to clinical practice environments. Prior to enrolling in the clinical courses, students complete simulation-based learning coursework to begin the process of skill acquisition. Skills include psychomotor skills (tasks), professional and therapeutic interpersonal skills (communication), and organizational skills (emotional intelligence, teamwork, and collaboration). Each course builds on skills achieved in previous courses, and students are accountable for sustaining and advancing their learning. The simulation learning center is available for students to return and polish their skills as appropriate.

Clinical Faculty and Preceptor Orientation

Preceptors

Once arrangements for a precepted experience have been confirmed with the academic Undergraduate Clinical Coordinator or Office of Student Services graduate representative, preceptors must complete required orientation activities to ensure success for both the preceptor and the student. Orientation requirements are less extensive because preceptors are experienced clinicians employed by a service delivery agency.

1. Academic Program Orientation

Preceptors must be knowledgeable about the academic program(s) in which they are precepting, and complete introductory training related to clinical teaching. The following requirements are mandatory for all preceptors:

- Provide an updated CV to the College of Nursing.

- Upload all required clinical health care requirements into Project Concert or submit as instructed.
- A background check is required for clinical faculty who will be present in healthcare institutions per ETSU Human Resources policy.
- Visit the College of Nursing website for new clinical faculty and preceptors at http://www.etsu.edu/nursing/graduateprograms/preceptor_orientation.aspx for the required training presentation and the related documentation that this has been completed.
- Sign the Preceptor Signature form at the end of the NP Preceptor Orientation PowerPoint, to document completion. Return the signed form to the student for submission to Project Concert.
 - Students may not begin clinical until the preceptor approval process, including preceptor/agency contract, has been completed and documented in Project Concert.
 - The student follows the progress of preceptor approval in Project Concert.
 - Clinical faculty and the Clinical Placement Coordinator also follow the approval progress in Project Concert.

2. Course and Clinical Orientation Requirements

One of the most important aspects of precepting a student is understanding the assigned course objectives, content, and required activities. The course professor, undergraduate academic clinical coordinator, and assigned clinical/practicum faculty are the best resources for gaining this information. It is the responsibility of the clinical/practicum faculty member to ensure that updated course related information is fully conveyed to the preceptor.

The following orientation activities should be completed before the beginning of the student preceptorship:

- Meet with the **academic clinical coordinator** and/or **clinical faculty** member to orient to the following:
 - Course syllabus, which includes the objectives, content, required learning activities, and student evaluation methods.
 - Processes for documenting student performance and progress. The course professor is the primary resource for any unexpected or unsatisfactory student behaviors.
 - Obtain the academic schedule for the semester and develop the associated student clinical schedule, including the student orientation plan.

ETSU College of Nursing Faculty Roles

Program/Concentration/Course Coordinators

- a. The Program Coordinator provides leadership to assure quality related to curriculum management and assessment, recruitment and retention of students, preceptors, faculty support and compliance with academic regulatory standards
- b. Along with the course professor, provide basic preceptor orientation to the program, mission, and goals.
- c. Facilitate preceptor participation as needed.

Program Directors/Assistant Directors

- a. Provide oversight, leadership, development, and strategic planning for academic-clinical or community engagement relationships.
- b. Provide leadership in sustaining existing relationships by implementing effective strategies for developing and maintaining partnerships.
- c. Foster sustainability in partnerships and relationships across the academic-clinical-community environment.
- d. Lead efforts to develop the capacity of nurses at clinical partner facilities to engage as clinical teaching partners.
- e. Inform and communicate with CON leadership and community about key and emerging opportunities with clinical partners.
- f. Present and represent a nursing voice in strategic settings relevant to College of Nursing clinical placements and partners.
- g. Identify benchmarks for CON partnership involvement.
- h. Support the Associate Dean to ensure ongoing program, clinical and Health System liaison improvements, and integration of professional organization standards.

Academic Clinical Coordinators

- a. Recruits qualified preceptors for student experiences.
- b. Facilitates preceptor participation in events/retreats.
- c. Coordinates preceptor activities in practice area, including communication with practice area managers and staff.
- d. Along with clinical faculty, serves as a resource and general support for the preceptor during the student rotation through the practice area.

Course Professors

- a. Overall responsibility for ensuring that students meet the course objectives.
- b. Responsible for the structure and sequencing of course content and assignments.
- c. Assign final course grades.
- d. Verify an agreement is in place for the site and relevant student type; if not, request one (or have the student submit a request).
- e. Along with the Concentration Coordinator, provide basic preceptor orientation.
- f. Serve as a resource as needed for clinical faculty and preceptors in problem-solving student issues.

Clinical/Practicum Faculty for All Clinical Groups (directly supervised as well as precepted)

- a. Obtains and reviews the clinical agency contract and knows role expectations.
- b. Maintains consistency with course expectations and activities and informs the course professor when course objectives/expectations cannot be facilitated.
- c. Maintains strict patient confidentiality when posting clinical assignments and monitor all student communication (written and verbal) to ensure compliance

with HIPAA standards.

- d. Orients the unit/agency leadership to the specifics of the clinical experience including the purposes and objectives of the experience, background, and skills of the assigned students, expected roles of clinical faculty, staff, and preceptors. This orientation should take place well in advance of the first clinical day. Provides the unit/agency with a copy of the course syllabus and uses any agency-specific forms of communication as mandated by the specific agency (ex., UVA Health System requires a specific form/information).
- e. All Graduate Teaching Assistants and new clinical faculty members are expected to attend designated orientation sessions (face to face or online) from the individual programs (ex., BSN, MSN, etc.) and complete required orientation activities and modules.
- f. Keeps the course professor informed of any problems that arise.
- g. Makes clinical assignments using appropriate communication tools, ensuring that experiences of an appropriate nature and level are provided for students.
- h. Evaluates student progress and keeps the course professor informed of that progress.
- i. Performs and documents student evaluations, including conference, using the format provided by the course professor.
- j. Maintains positive public relations with the units/agencies.
- k. Sends acknowledgments of appreciation to each unit/agency at the end of the semester.

Additional Clinical/Practicum Faculty Roles specific to Preceptorships

- a. Serves as a resource to student and preceptor
 - Is available to preceptor and student by phone or pager during all clinical hours.
 - Observes/meets with the student and preceptor in the clinical setting at least once every two weeks or more often as needed. (Graduate Programs: Will evaluate student at least once per semester, more often as needed. Will use Skype for Business if travel distance is greater than 150 miles).
 - Assumes primary responsibility for problem solving student issues.
 - Evaluates preceptor, including reviewing student evaluations of preceptor.
- b. Ensures that clinical objectives are met (learning contracts may be used to guide student experiences)
 - Provides the preceptor with a copy of the course syllabus and evaluation tools.
 - Assists students in establishing appropriate objectives for each clinical experience, based on opportunities in the clinical setting, student strengths and deficits, and general course objectives.
 - Guides the preceptor and student in the selection of alternative clinical experiences to support achievement of learning objectives and facilitates these experiences.
 - Meets with students at midterm to review progress toward individual and course objectives.
 - Meets with students and preceptors when available, including Clinical Conferences.
- c. Assesses student performance for clinical component of the course grade
 - Reviews all student logs in Project Concert.
 - Assesses student's clinical knowledge through discussions in the clinical

- setting, clinical conferences, and in midterm conference.
- Assesses any written work by the student, such as plans of care that reflect cognitive development.
- Reviews preceptor evaluations of student, and solicits verbal feedback about student performance from the preceptor and his/her colleagues.

Preceptor Role

- a. Provides direct clinical supervision and guidance of students (1 to 2 students)
 - Orients the student to the clinical setting, patient population, health care team, and key aspects of nursing care delivery in the environment.
 - Reviews all medications prior to student administration (undergraduate).
 - Directly supervises all clinical skills the first time they are performed, and until preceptor is comfortable that student can perform the skill unsupervised (undergraduate).
 - Reviews and supervises all patient encounters and treatment plan development (graduate).
 - Fosters critical thinking by questioning students about the rationale for nursing and medical interventions.
 - Immerses and engages students in clinical practice experiences, integrating them into the practice setting.
 - Negotiates clinical learning objectives prior to each clinical experience.
- b. Assists in the assessment of student performance
 - Gives verbal feedback to the student at the end of each clinical day, following performance of procedures, and as needed.
 - Completes a written evaluation of student performance at midterm and at the end of the semester that includes anecdotal feedback.
 - Informs clinical faculty of student progress as well as issues and concerns related to student performance.
- c. Assists the student to revise his/her objectives for the clinical experiences
 - Notes progress toward meeting established objectives.
 - In collaboration with clinical faculty, identifies additional clinical experiences to meet the student's needs and enhance learning.
- d. Reviews and approves all student logs in Project Concert.

Student Role

All students are expected to adhere to the policies and guidelines as described in the College of Nursing student handbooks, the appropriate academic catalog (undergraduate or graduate), as well as the expectations described in the course syllabus. Additional student roles related to precepted clinical activities in the following:

1. Establishes individual objectives (learning contracts may be used)
 - Uses course objectives as a guide.
 - Appropriately identifies own areas of strength and deficits.
 - Collaborates with faculty and preceptor as needed in setting objectives.
 - Collaborates with preceptor to revise objectives as the particular clinical

- experience proceeds.
2. Schedules clinical hours
 - Contacts preceptor to develop a schedule for completing the required hours for each clinical/practicum course.
 - Informs clinical/practicum faculty of their schedule at the beginning of the preceptorship, and does not change the schedule once it is established unless the preceptor needs to make emergency changes.
 - Informs preceptor and clinical faculty of any emergency changes to the schedule.
 3. Utilizes clinical/practicum faculty and preceptor appropriately
 - Functions within legal and personal limitations in the student role.
 - Seeks guidance when needed.
 - Acknowledges deficits.
 4. Participates in self-evaluation and evaluation of preceptor
 - Attends midterm conference with clinical faculty (undergraduate).

Evaluation

For continuous quality improvement related to clinical learning, end-of-semester evaluations are based on a 360-degree model as follows:

Preceptor evaluation of the student:

Feedback and guidance about student performance is integral to the learning process. In addition to the day-to-day anecdotal verbal feedback provided to students, preceptors and clinical faculty provide formal written evaluation feedback at the mid and final points of the clinical/practicum experience. The midterm and final evaluation tools are specific to the course content and objectives, and are provided in the course syllabus, course materials, and Project Concert at the beginning of the semester. In addition to the course-specific evaluation tools, each student is evaluated on adherence to school-wide general expectations of student behavior and professionalism.

Faculty evaluation of the student:

Clinical faculty review and confirm informal and formal feedback provided by preceptors using the tools and processes that are specific to the course. When preceptors are used, clinical faculty ensure that feedback from the preceptor is provided at the appropriate time. In addition to the day-to-day anecdotal verbal feedback provided to students, clinical/practicum faculty provide formal written evaluation feedback of the clinical experience. Evaluation tools are specific to the course content and objectives, and are provided in the course syllabus, course materials, and Project Concert at the beginning of the semester. In addition to the course-specific evaluation tools, each student is evaluated on adherence to school-wide general expectations of student behavior and professionalism.

Student evaluation of the preceptor:

Each student completes a preceptor evaluation at the end of the clinical experience using the online preceptor evaluation tool. The preceptor evaluation information is examined by the course professor, academic clinical coordinator, and/or the program director/coordinator. The information is used to foster ongoing preceptor/faculty development and program improvement.

Student evaluation of the clinical/practicum faculty:

Each student provides a teaching effectiveness evaluation of the clinical/practicum faculty using the University's course evaluation system that is administered through D2L.

Student evaluation of the site:

Each student completes a clinical site evaluation at the end of the clinical experience using the online clinical site evaluation tool. The information is used to foster ongoing program improvement.

Mission, Purpose, Objectives

East Tennessee State University Mission Statement

East Tennessee State University prepares students to become productive, enlightened citizens who actively serve their communities and the world. Education is the university's highest priority, and the institution is committed to increasing the level of educational attainment in the state and region. The university conducts a wide array of educational and research programs and clinical services and is the only Academic Health Sciences Center in the Tennessee Board of Regents System. Through research, creative activity and public service ETSU advances the cultural, intellectual and economic development of the region and the world.

- ETSU endorses the value of liberal education and provides enriching experiences in honors education, student research and creative activity, study abroad, service learning, and community-based education.
- ETSU honors and preserves the rich heritage of Southern Appalachia through distinctive education, research and service programs and is actively engaged in regional stewardship.
- ETSU affirms the contributions of diverse people, cultures and thought to intellectual, social and economic development.
- ETSU offers students a total university experience that includes cultural and artistic programs, diverse student activities, a variety of residential opportunities, and outstanding recreational and intercollegiate athletic programs.
- ETSU awards degrees in over one hundred baccalaureate, masters and doctoral programs, including distinctive interdisciplinary programs and distance education offerings that serve students from the region and beyond. (approved by the Tennessee Board of Regents 5/28/2014)

College of Nursing Mission and Vision Statement

The mission of the College of Nursing is to facilitate the health of the community through excellence and innovation in nursing education, research, scholarship, creative activity, service, and practice.

End of Program Terminal Objectives

The **BSN** program prepares graduates to:

- Synthesize knowledge from humanities, arts and sciences to provide competent and caring nursing practice in a global society.
- Communicate effectively with health care consumers, colleagues and other members of interprofessional teams at local, regional, national and global levels.
- Synthesize data to make and evaluate decisions related to best nursing practice.
- Engage in safe health care practices with individuals, families, groups, and populations.
- Practice nursing in compliance with current legal, ethical, and professional standards reflecting a commitment to lifelong learning.
- Collaborate to promote health and prevent disease for individuals, families, groups, and populations.
- Apply research and health quality data to provide evidence-based nursing practice and improve health outcomes.
- Demonstrate leadership to positively influence healthcare policy, using quality, safety, and regulatory standards.
- Use information systems and healthcare technology to deliver effective nursing care.

The **MSN** program prepares graduates to:

- Synthesize specialized knowledge and theories from nursing and related disciplines as an advanced practice nurse.
- Practice advanced nursing in collaborative interprofessional relationships and in partnership with communities.
- Manage the health care of clients within current legal, ethical, and professional standards.
- Design health promotion strategies across the life span and among diverse cultures to improve the health of a community.
- Apply research findings in advanced nursing practice and the delivery of health care services.
- Use leadership skills to effect health policy and promote change.

All MSN program outcomes are related to meeting nursing workforce needs.

The **DNP** program prepares graduates to:

- Integrate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice.
- Assume leadership roles as advanced clinicians, nurse educators, and/ or administrators.
- Demonstrate accountability in nursing practice according to accepted standards of patient care and safety.
- Use information technology to translate research findings into evidence-based practice at the individual and health system levels.
- Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.
- Provide multidisciplinary leadership through analysis of critical indicators within health care systems to provide optimal client care and safety.

- Demonstrate advanced knowledge and skill in planning and delivery of health management.

All DNP program outcomes are related to meeting nursing workforce needs.

The **PhD** program prepares graduates to:

- Evaluate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice.
- Collaborate with communities and other disciplines in research, practice, and service.
- Assume leadership roles as nurse researchers, advanced clinicians, nurse educators, and/or administrators.
- Analyze outcomes of health promotion strategies using theory and research findings to improve the health of communities.
- Conduct research that contributes to nursing science and practice.
- Initiate change in health care delivery systems, health policy, and the nursing profession.

All PhD program outcomes are related to meeting nursing workforce needs.

[Project Concert Preceptor Instructions](#)

The College of Nursing has adopted the use of Project Concert for the purpose of Clinical Health Requirement submissions/tracking, Clinical Experience Log entries/tracking, evaluations completion/review, skills checklist, student and faculty ePortfolios, and college of nursing forms completion for students. College of Nursing student documents related to each degree program will also be housed in Project Concert. This will make it easier for Preceptors to review and approve clinical experience log submissions by the students and to complete evaluations. To implement Project Concert, video tutorials have been created which will quickly demonstrate how to log into Project Concert, how to review and approve student clinical experience log entries, and how to complete and submit evaluations. If questions after watching the video or need technical support, please contact Mark Bodo, IT Manager for the ETSU College of Nursing at bodomn@etsu.edu or by phone at 423-439-4579.

Using Project Concert:

To log into Project Concert please use the following link: <https://secure.projectconcert.com/etsu>

Your login credentials for Project Concert are:

Username: first name.last name (ex: mike.smith)

Temporary Password: etsucon.1

- You will be asked to change this the first time you log in.

Please view to following video tutorial on how to access and get started using Project Concert:

Preceptor Training Video: <https://youtu.be/Z8RG3Bir96Q>

- **NOTE:** Project Concert allows preceptors to bulk approve Clinical Experience Log submissions, so you can approve multiple entries daily, weekly, or monthly. Just be certain to click the “Save” button after clicking “Mark all Rows Approved” to save changes

PRECEPTOR RESPONSIBILITIES FOR CLINICAL PLACEMENT

