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## **Graduate Program Preceptor Handbook**

**2024-2025**  
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## Letter from the Dean



Dear Nursing Colleague and Preceptor,

I speak on behalf of the nursing faculty, staff, and students when I say ***THANK YOU*** for agreeing to take part in the UAM School of Nursing (SON) preceptorship program. Preceptorship enhances the quality of learning and strengthens the link between nursing education and practice. We believe learning is a team effort and are excited to partner with you.

The faculty and staff care deeply about our student's success. We challenge our students to strive for excellence. We recognize that working with a preceptor leads to their growth and development as a graduate nurse and scholar. We could not achieve that without your help. Andrew Carnegie stated, "Teamwork is the ability to work together toward a common vision; the ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results." We consider you part of the UAM SON team.

We appreciate your willingness to take part in the learning exercises of our students. Welcome to our family!

Sincerely,

*Brandy Haley*

Dr. Brandy Haley, Ph.D., RN, CNE  
Dean and Professor  
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The following are adjunct faculty. Preceptors should contact graduate faculty listed above for course questions.

- Dr. Tamisha Gatewood-Henderson, DNP, RN
- Dr. Jenny Murphy, DNP, APRN, FNP-C

## **University and School of Nursing Accreditation**

The University of Arkansas at Monticello (UAM) is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges, and Secondary Schools. The UAM School of Nursing (SON) Master's Degree in Nursing Program (delivered via distance education) holds initial accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037.

## **UAM Mission, Vision, Philosophy, and Learning Outcomes**

### **Mission**

UAM is a society of learners committed to individual achievement by:

- fostering a quality, comprehensive, and seamless education for diverse student learners

- to succeed in a global environment;
- serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service-learning opportunities; and
- creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.

## **Vision**

UAM will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions. Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

## **Core Values**

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.
- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view, and by promoting not only tolerance and acceptance, but support and advocacy.

## **Institutional Learning Outcomes**

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

## School of Nursing Mission and Graduate Program Philosophy

### Mission

The mission of the SON is to strive for excellence in the preparation of nursing graduates to develop the knowledge, skills, and attitudes to advance the discipline of nursing. The Master of Science in Nursing (MSN) Program strives for excellence in the preparation of advanced nursing graduates through the following goals:

- demonstrate excellence through practicum experiences with populations across the lifespan;
- demonstrate nursing judgment to guide nursing practice specializing in public health; and;
- demonstrate leadership through a commitment to professional practice, lifelong learning, and implementation of evidence-based practice.

### Philosophy

The UAM SON faculty believes that master's prepared nurses specializing in the field of public health nursing should use nursing knowledge to influence health policy, research, and professional practice in many academic and workplace settings. The program framework is based on the curricular elements and expected outcomes identified by the NLN in its *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Masters, Practice Doctorate, and Research Doctorate Programs in Nursing*. The program emphasizes master's prepared nurses as public health nurse leaders, interprofessional team members, and scholars who advance the nursing profession.

### Public Health Nurse Role

According to the American Association of Colleges of Nursing (AACN), a graduate degree will prepare the nursing graduate for a wide variety of specialty practice areas, including the public health nurse specialty. The AACN states the following:

*Public health nurses focus on preserving the health and well-being of the public. These specialists are licensed professional nurses who participate in activities related to population health, health promotion, disease prevention and control, and community education. Though their responsibilities vary by role and location, master's- and doctorally-prepared public health nurses often manage clinics in various state and community settings (e.g., immunizations, well-child, health screenings), investigate communicable disease cases to determine sources and implement action necessary to curtail the spread of disease; analyze data to identify needs and service gaps for individuals, families, and communities; provide education regarding disease control and prevention as well as general preventive health care to individuals and groups; and implement programs that address environmental and population health risks. These nurses work collaboratively with community leaders, government officials, teachers, parents, and other providers in areas related to community and population health.*

## **MSN Program Outcomes**

### **Graduate Program Strands with Outcomes**

At the completion of the MSN program, the graduate will demonstrate competency in the following seven strands: (1) critical thinking, (2) research, (3) nursing process with a focus on public health, (4) leadership, (5) communication, (6) teaching/learning principles, and (7) professionalism. The student achieves program outcomes through the following student learning outcomes (SLOs):

<b>Strands</b>	<b>Student Learning Outcomes</b>
Critical thinking	Synthesize theoretical and empirical knowledge from nursing and other healthcare team members that are vital for nursing judgement and practice.
Research	Translate evidence to develop health care practices in a culturally and ethnically diverse global society
Nursing Process	Implement the role of master's-prepared nurse as part of the interprofessional team with a focus on improving patient outcomes.
Leadership	Function as a leader and change agent to promote holistic patient-centered care and population health
Communication	Express self professionally both orally and in writing, and with clarity, persuasiveness, and coherence using standard conventions of communication
Teaching/Learning	Integrate scholarship, a spirit of inquiry, and innovation to support healthcare organizations and nursing excellence.
Professionalism	Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's prepared nurse.

### **Definitions Related to Precepting Students**

**Practicum** - a selected experience wherein a designated professional nurse collaborates with faculty to supervise, teach, and evaluate student performance.

**Practicum Preceptor** - a professional nurse employed by a health care agency who agrees to collaborate with faculty to supervise, teach, and evaluate student performance in a selected practicum experience.

**Professional nurse**— a nurse with a master's degree or higher degree prepared to care for individuals, families, and communities in a variety of settings.



## Practicum Guidelines

### Practicum Purpose

The SON faculty believes that involvement of professional nurses in health care agencies supports and enhances the quality of learning and strengthens the link between nursing education and nursing practice. Courses that require practicum hours are identified under *Practicum Courses* in this handbook, with a course description, student learning outcomes, and practicum learning objectives for each practicum experience. The practicum experience is expected to provide the student an opportunity to:

1. translate theory into practice through a collaborative relationship with an expert in nursing practice;
2. develop effective practicum judgments based on interactions with a professional who has demonstrated success in nursing practice;
3. increase competence and confidence under the guidance of an expert; and
4. professionally benefit from the relationship between nursing education and nursing practice.

### Practicum Expectations

Graduate students are expected to be familiar with the following practice and competency standards as applicable to practice:

- The ANA Scope and Standards of Practice
- The ANA Guide to the Code of Ethics for Nurses
- The Joint Commission National Patient Safety Goals  
Agency Policies and Procedures
- Public Health Code of Ethics (from American Public Health Association)
- Public Health Nursing Scope and Standards of Practice (from American Nurses Association)
- Graduate QSEN Competencies

### Preceptor Qualifications

Graduate students work closely with preceptors for guided practice. Positive learning experiences are best assured when students select their own preceptors and sites. This fosters development of networking skills in the student and assures preceptor availability at a time and geographic location suitable to the student's needs. Student preceptors should be prepared at the master's level or above. Preceptors should be experientially prepared to guide students in the respective area of practicum course focus.

Preceptors must:

- be master's prepared or higher for 5000 level practicum courses.
- be baccalaureate prepared or higher for 3000-4000 level practicum courses.
- hold an unencumbered RN license to practice in the state in which he/she practices.

- submit license, credentials, and curriculum vita to UAM SON Graduate Program Coordinator.
- have at least two years of experience in the clinical practice area.
- review the UAM SON Preceptor Website for orientation and Graduate Program Preceptor Handbook, then complete the two preceptor forms: (1) Agreement to Precept and (2) Preceptor Profile. Both forms are located on the UAM SON Preceptor Website.
- assist student with development of practicum personal objectives and a calendar.
- complete the electronic Preceptor Feedback of Student Performance, located on the UAM SON Preceptor webpage.

Practicum experiences, sites, and preceptors will be negotiated between the student, preceptor, course faculty, and MSN Program Coordinator.

### **Faculty, Preceptor, and Student Responsibilities to Practicum Experiences**

In order to assure quality in the learning experiences of students in the professional program of studies, assignments are designed to facilitate development of advanced nursing roles. The student, preceptor, and faculty have an equal responsibility for providing a quality learning experience during practicum. However, there are specific responsibilities for each participant to facilitate student progress in meeting learning outcomes. A pre-practicum meeting with the student and preceptor encourages mutual understanding of the responsibilities of all parties.

#### ***Faculty Responsibilities***

- Assume responsibility for understanding course requirements and outcomes.
- Ensure overall coordination of the experience.
- Provide student with orientation to course expectations/requirements.
- Establish and maintain communication with preceptor and student.
- Maintain call availability by telephone with the practicum preceptor and student. No weekend practicum unless approved by course faculty.
- Meet (virtually or face-to-face) with the student according to an arranged schedule to review progress in meeting course outcomes and goals for personal and professional growth.
- Evaluate student practicum performance utilizing data provided by preceptor and student.
- Provide overall evaluation of the practicum experience through collaboration with the agency, preceptor, and student.

#### ***Preceptor Responsibilities***

- Review the UAM SON Graduate Preceptor Handbook for orientation to the preceptor role.
- Complete the electronic UAM SON Practicum Preceptor Profile Form and Agreement to Precept form prior to the start of the practicum experience.
- Provide the Graduate Program Coordinator with a current curriculum vitae or

resume which reflects affiliation with the practicum site. The link to upload the preceptor curriculum vitae or resume is located on the Practicum Preceptor Profile form.

- Assume responsibility for understanding course/practicum requirements and learning outcomes.
- Meet with the student to determine the practicum schedule. Required practicum hours vary by course.
- Orient the student to practicum site and staff including identification of facility policies, procedures, and protocols during the first practicum week.
- Review the course and student learning outcomes provided by the student and indicate acceptance of student learning outcomes.
- Collaborate with student to develop learning experiences to achieve course and student learning outcomes.
- Facilitate a learning environment that promotes critical thinking and decision making in the graduate nurse role.
- Assume the teaching, supervisory, and feedback function of the preceptor role to facilitate achievement of course and student learning outcomes.
- Communicate ongoing student progress to the student and practicum faculty.
- Demonstrates professional roles and practice responsibilities in public health.
- Contact practicum faculty as needed to clarify any issues or concerns.
- Complete and submit preceptor feedback of the student performance and validation of student practicum hours using the electronic feedback form.

**Please note:** A copy of the preceptor agreement, preceptor form, preceptor vitae or resume, credentials, site agreement, and proof of preceptor orientation must be on file in the UAM SON before the practicum experience can commence on site.

### *Student Responsibilities*

- Assume responsibility for securing preceptors and sites for experiences and ensure valid preceptor and site agreements are attained. For each experience, students should obtain a signed Preceptor Agreement, Preceptor Profile Form, and a current curriculum vita or resume from each preceptor which reflects the preceptor's affiliation with the clinical site.
- Assume responsibility for understanding course requirements and outcomes.
- Develop personal practicum objectives in collaboration with preceptor and communicate personal practicum objectives to course faculty.
- Obtain course faculty approval prior to beginning practicum experience.
- Assume responsibility for accomplishing personal practicum objectives.
- Maintain open communication with practicum preceptor and faculty to promote achievement of practicum objectives.
- Complete practicum site required orientation and confidentiality/HIPAA compliance requirements prior to beginning practicum experience.
- Adhere to the Professional Appearance policy as found in the "Professional Appearance/Dress Code Guidelines" section of this handbook, including any

specific practicum site requirements related to appropriate dress during the practicum experience.

- Maintain punctuality and adhere to established practicum calendar as predetermined with preceptor; notify preceptor and course faculty at least 24 hours prior to the scheduled experience when schedule cannot be met.
- Maintain practicum journal and review with faculty on a scheduled basis.
- Complete self-evaluation at the end of each course.
- Complete the Student Feedback of Practicum Preceptor form.

### **Professional Appearance/Dress Code Guidelines**

Professional behavior and dress are expected of all UAM SON students. It is expected that students will comply with the dress code of the agencies in which practicum will occur. Questions regarding dress code should be discussed and clarified with the practicum preceptor prior to participation. The SON defines dress as:

- **Business Attire** – Professional business attire is expected whenever the student is representing UAM SON in professional situations. Some practicum situations and activities may require the student to wear business attire with or without wearing a lab coat.
- **Lab Coat** – Unless otherwise specified by the practicum site, a clean, white lab coat should be worn when the student is engaged in SON practicum activities.
- **Name Badge** - The UAM SON name badge must be worn during practicum hours.

### **Practicum Courses**

#### **NURS 34064 Health Promotion (90 practicum hours)**

In this course, students will explore various ambulatory care settings and the role and function of the professional nurse in promoting, maintaining, and restoring health to individuals and families throughout the lifespan.

#### ***Student Learning Outcomes:***

By the conclusion of the course, students should be able to:

1. utilize the nursing process to provide therapeutic nursing interventions to promote, maintain, and restore health of culturally and ethnically diverse individuals and families;
2. apply critical thinking that is goal directed, ethical and based on standards of professional nursing practice in providing care for individuals, and families;
3. communicate and collaborate with individuals, families, and communities as well as members of the health care team to provide and improve delivery of health care in a variety of ambulatory care settings;
4. apply research findings related to health promotion in ambulatory care settings; and
5. provide cost effective quality health care to individuals, families, and communities in a variety of ambulatory care settings and apply teaching learning principles in

educating individuals, families, and communities to promote, maintain and restore health.

***Student Practicum Outcomes:***

By the conclusion of the practicum, students should be able to complete the following objectives.

1. Select and meet with the preceptor; develop personal objectives to be met during the semester; discuss practicum objectives to be met during the semester; develop a calendar of activities; and orient to the agency with the preceptor. Find out about dress code, parking, and how to contact the preceptor in case of an emergency.
2. Demonstrate knowledge from literature and research pertaining to ambulatory care relevant to the practicum experience.
3. Identify legal and ethical (based on the ANA Code for Nurses and the Arkansas State Nurse Practice Act) concerns identified in the practicum experience.
4. Review the quality assurance program in the setting and identify at least three outcome measures from nursing audits. Be specific and analyze thresholds and strategies for improvement if expectations are not met.
5. Relate the ANA Standards of Clinical Nursing Practice to the standards of practice for clients in the practicum setting.
6. Identify a need for change and provide rationale for necessity of a change and include in journal entry.
7. Initiate and maintain communication and collaboration with members of the health care team.
8. Demonstrate written communication skills appropriate to the professional nurse role.
9. Determine effectiveness of strategies utilized by the preceptor in delegating activities to other health care team members. Identify additional strategies that may have been useful. Give rationale.

**NURS 30664 Healthy Aging (90 practicum hours)**

This course is designed to explore the normal process of aging and factors influencing the needs of older adults. Emphasis is placed on the role and function of the professional nurse in promoting healthy aging in older clients and supporting families and communities throughout the aging process.

***Student Learning Outcomes:***

By the conclusion of the course, the student should be able to:

1. use the nursing process and critical thinking to promote, maintain, and restore the health of culturally and ethnically diverse older adults and their families within their communities;
2. using a problem-solving process, formulate conclusions that are goal-directed, ethical and based on standards of professional nursing practice for older individuals, families, and communities;

3. demonstrate caring for the aging client by promoting an atmosphere of mutual respect and trust in a collaborative environment while providing hope, support, and compassion to assist in the achievement of desired outcomes;
4. communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care in settings where health care for older adults is provided;
5. effectively validate activities associated with client care through written recordings that reflect quality and accountability in the provision of care;
6. demonstrate a knowledge of and sensitivity to the beliefs and values of the aging client as well as the impact of diversity on the health care experience;
7. assist aging clients in varying locations on the wellness continuum to meet their own health care needs, including maintenance of health and/or restoration of function;
8. facilitate the aging client's acquisition of knowledge, skills and attitudes that lead to a positive change in health behaviors;
9. apply nursing knowledge to provide cost-effective quality health care and serve as a client advocate in settings where health care of the older adults is provided;
10. apply teaching/learning principles to staff education relevant to health care needs of the older adult; and
11. use therapeutic communication to communicate with older clients and their families.

***Student Practicum Outcomes:***

By the conclusion of the practicum, students should be able to complete the following objectives.

1. Select and meet with the clinical preceptor; develop personal objectives to be met during the semester; discuss clinical objectives to be met during the semester; develop a calendar (submit on date due-see Course Calendar) of activities; and orient to the agency with the preceptor. Find out about dress code, parking, and how to contact the preceptor in case of an emergency.
2. Demonstrate knowledge from literature and research related to healthy aging relevant to the clinical practicum.
3. Identify legal and ethical (based on the ANA Code for Nurses and the Arkansas State Nurse Practice Act) concerns identified in the clinical practicum.
4. Review the quality assurance program in the setting and identify at least three outcome measures from nursing audits. Be specific and analyze thresholds and strategies for improvement if expectations are not met.
5. Relate the ANA Standards of Clinical Nursing Practice to the standards of practice for clients in the clinical setting.
6. Identify a need for change and provide rationale for necessity of a change and include in journal entry.
7. Initiate and maintain communication and collaboration with members of the health care team.
8. Demonstrate written communication skills appropriate to the professional nurse role.
9. Determine effectiveness of strategies utilized by the preceptor in delegating activities to other health care team members. Identify additional strategies that may have been useful-include rationales.
10. Select a client and prepare a case study, including:

- a. description of client (biographical data);
- b. theoretical framework of aging applied to client;
- c. dimensions of wellness;
- d. physiologic changes and needs with implications for nursing care;
- e. laboratory values with implications for nursing care;
- f. environmental safety and security assessment with implications for nursing care;
- g. developmental stage and tasks as well as developmental learning needs with implications for nursing care, addressing intimacy, sexuality, belonging and socialization;
- h. self-esteem assessment, including crisis and stress management, and transitions and role changes;
- i. psychologic changes and needs with implications for nursing care, addressing mental health and mental disorders, cognition capability, psychotropic drug use, gender, cohort, and culture;
- j. self-actualization assessment with implications for nursing care, addressing actualizing the self, death, dying and grief, and transcendence, spirituality, and legacies; and
- k. obtain health, physical, functional, nutritional, mental, and integrated assessments of the client. Complete the Physical and Functional Assessment Instruments, and Nutritional Screening of Assessments, as well as any other appropriate assessment tools.

### **NURS 45064 Leadership and Management in Professional Nursing (45 practicum hours)**

This course provides an in-depth view of nursing leadership and management in a changing health care environment. Emphasis is placed on development of management skills, professional role responsibilities, and critical thinking for the delivery of quality care within an organization.

#### ***Student Learning Outcomes:***

By the conclusion of the course the student should be able to:

1. develop personal leadership style required for transition into leadership roles including accountability and ownership;
2. examine different personal and professional development resources including resume writing, interviewing skills, and time management;
3. plan strategies for effective communication, negotiation, delegation, and supervision.
4. select and apply models, components, and measures of effectiveness for staffing and scheduling;
5. analyze various resources for healthcare excellence including the policy, legislation, licensing, as well as differing nursing roles;
6. formulate nursing judgments that are goal directed, ethical, and based on standards of professional nursing practice for individuals, families, and communities;
7. apply leadership and management skills to provide cost effective quality health care and serve as a client advocate in a variety of health care settings; and
8. apply a change theory to support an identified need for change/improvement in the delivery of care in a health care setting.

***Student Practicum Outcomes:***

By the conclusion of the practicum, students should be able to complete the following objectives.

1. Select and meet with the practicum preceptor; develop personal objectives to be met during the semester; discuss practicum objectives to be met during the semester; develop a calendar of activities; orient to the agency with the preceptor; determine dress code and parking information; and obtain preceptor contact information in case of an emergency.
2. Demonstrate knowledge of recent research related to leadership and management relevant to the practicum experience (include in-text reference citations and a reference list).
3. Identify legal and ethical (based on the ANA Code for Nurses and the Arkansas State Nurse Practice Act) concerns identified in the practicum experience.
4. Review the quality assurance program in the setting and identify at least three outcome measures from nursing audits. Be specific and analyze thresholds and strategies for improvement if expectations are not met.
5. Relate the ANA Standards of Nursing Practice and Code of Ethics for Nurses to the standards of practice for clients in the practicum setting.
6. Identify a need for change and provide rationale for necessity of a change. Change may or may not be implemented at the practicum site depending upon appropriateness and time frame. Write a change paper or complete the discussion board post. The change must be based on a theoretical framework for the change, including recommended strategies.
7. Initiate and maintain communication and collaboration with members of the health care team.
8. Demonstrate written communication skills appropriate to the Leadership and Management role.
9. Analyze a situation in which conflict occurred. Cite advantage/disadvantages of strategies utilized by the preceptor in resolving the conflict. Identify other strategies that may have been helpful. Cite rationales.
10. Determine effectiveness of strategies utilized by the preceptor in delegating activities to other health care team members. Identify additional strategies that may have been useful. Cite rationales.
11. Determine preceptor's leadership and management theoretical framework, cite examples and references.

**NURS 52004 Public Health Policy and Economics (135 practicum hours)**

In this course, students will continue to develop specialized knowledge and skills in advanced nursing and the delivery of public healthcare within the context of inter-professional practice. Assessment, planning, and interventions for health promotion and maintenance, illness and disease prevention, health restoration, and health policy and economics are explored. Students will gain a greater understanding of the use of data in planning interventions, evidence-based public health, and the role of advocacy for policy and social change. Students will learn how healthcare resources are allocated among alternative uses for the care of sickness and the



promotion, maintenance, and improvement of health, including the study of how health care and health-related services, their costs and benefits, and health itself are distributed among individuals. The master's prepared nurse role will be analyzed and applied in collaboration with a master's or doctoral prepared nurse preceptor with experience in the specialty area of public health policy development. The student will work with the preceptor to develop/revise a public health policy, create a webinar over public health policy, or complete an extensive Review of Literature over public health policy.

***Student Learning Outcomes:***

By the conclusion of the course, students should be able to:

1. verbalize the importance of health economics and its relevance to more general analysis of health policy issues;
2. understand how to evaluate descriptive, explanatory, and evaluative economics in a systematic way;
3. identify the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations;
4. relate the underlying science of human health and disease to opportunities for promoting and protecting health across the life course;
5. identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities; and
6. apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.

***Student Practicum Outcomes:***

By the conclusion of the practicum, students should be able to complete the following objectives.

1. Select an established organization or agency that has a focus on the population.
2. Describe the precepting organization's mission, hierarchy, and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired organization goals.

**NURS 50214 Public Healthcare and Education (135 practicum hours)**

This course addresses the roles of the school nurse, public health nurse, and nurse case managers across all healthcare organizations. The profession of nursing, development of preschool-adolescent students, evidence-based care, care of children with common conditions, intellectual disabilities, and high-risk behavior will be examined, with respect to cultural and legal considerations. The role of the school nurse, public health nurse, and nursing case manager with regards to disaster planning will also be discussed. A foundation in case management strategies and interventions for individuals and targeted populations is addressed. The leadership roles of these nurses are explored considering the impact of political, economic, social, environmental, and cultural concerns on the health of the population. These nurse's role will be analyzed and applied in collaboration with a master's or doctoral prepared nurse preceptor with experience in the specialty area of school nursing, public health, and/or case management. The student will work with the preceptor to develop a comprehensive activity or teaching plan to engage learners in active learning and implemented to meet mutually determined outcomes.

Activities might include but are not limited to creating toolkit of resource references, creating a survey to measure satisfaction with activity, attending professional meetings over course topics, writing a publishable article over course topics, presenting a course topic to patients, delivering a training module to staff nurses, or proposing a change in process or procedure.

***Student Learning Outcomes:***

By the conclusion of the course, students should be able to:

1. analyze the roles of the school nurse, public health nurse, and nurse case managers across all healthcare organizations;
2. evaluate cultural and legal considerations for populations with intellectual disabilities and high-risk behaviors;
3. assess the need for case management and factors influencing the case management situation;
4. analyze legal and ethical issues related to case management;
5. identify type of health and safety hazards encountered in work settings;
6. describe areas of emphasis in health education, illness and injury prevention, resolution of existing health problems, and health restoration in work settings and analyze the role of the public health nurse with respect for each;
7. describe the influence of biological, psychological, environmental, sociocultural, behavioral, and health system determinants on communicable disease incidence and prevalence; and
8. analyze the role of the public health nurse in strategies to prevent mental health problems.

***Student Practicum Outcomes:***

Using the American Nurses Association Scope and Standards of Practice for Public Health Nursing, the student will develop personal practicum learning outcomes with the assigned preceptor. Those objectives should come from a review of the six Standards of Practice for Public Health Nursing and select the standards that relate to the practicum. The standards selected may also be specific to the role of the preceptor.

**NURS 50006 CAPSTONE Public Health Leadership, Management, and Evaluation (180 practicum hours)**

This capstone is a culminating experience designed to provide the student knowledge and skills focusing on public health leadership, management, and evaluation duties in supporting safe, high quality, cost-effective patient care within interprofessional, dynamic health care environments. Students explore various organizational relationships within health care systems and prepare to participate in the design of cost-effective, innovative models of care delivery and practice change proposals. Professional leadership theories and how they shape the public health nurse leader in such things as collaboration, conflict resolution, decision making, negotiation, and evaluations are introduced. Students discuss change management theories and evaluate the ethical, social, legal, economic, and political implications of practice change and public health care along with strategies for managing and evaluating human, fiscal, and public health care resources in a variety of organizational systems. Students also examine the uses of patient care, information system, and communication technologies and discuss the design, implementation,

and evaluation of electronic health record systems and clinical decision support systems. The student will work with a master's or doctoral prepared nurse preceptor to develop an original comprehensive nursing research project on a topic of professional or personal interest as it relates to public health.

***Student Learning Outcomes:***

By the conclusion of the course, students should be able to:

1. approach management challenges in health care settings with core knowledge and skills in economic, organizational, and management theory as a guide;
2. pose meaningful questions about what constitutes effective management and leadership in different cultural and organizational contexts;
3. make decisions that weigh practical needs and conditions with ethical, legal, and compliance considerations;
4. use core principles and tools from human resources and finance to address challenges and solve problems;
5. translate insights from self-assessment into personal plans for improving leadership and management skills;
6. identify and consult appropriate sources of data for making sound management decisions; and
7. identify monitoring and evaluation methods that answer key questions about programmatic efficiency and effectiveness.

***Student Practicum Outcomes:***

Using the American Nurses Association Scope and Standards of Practice for Public Health Nursing, the student will develop personal practicum learning outcomes with the assigned preceptor. Those objectives should come from a review of the six Standards of Practice for Public Health Nursing and select the standards that relate to the practicum. The standards selected may also be specific to the role of the preceptor.

**Practicum Forms**

All preceptor and feedback forms can be accessed via the UAM website on the SON webpage by clicking the *Preceptors link*. The preceptor feedback forms are course specific. The link to upload the preceptor curriculum vitae or resume is located on the Practicum Preceptor form.