

OHSU
School Of Nursing

Health Systems & Organizational Leadership
Preceptor Manual

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Introduction

Thank you for agreeing to precept a graduate student in the Health Systems & Organizational Leadership (HSOL) program at Oregon Health & Science University School of Nursing. Your participation in the educational process is of critical importance and greatly appreciated. The number of clinical hours will vary with each week as pertinent to the practicum work for the quarter unless specified as otherwise by you and/or your clinical agency. Please feel free to discuss with the student the best way to coordinate and schedule their clinical hours, and do not hesitate to contact the clinical supervisor if necessary. We particularly appreciate your management of this component of the experience.

Your role is generally that of a teacher and mentor assisting the student with their health system and/or organizational leadership learning, being a resource, and providing assistance when necessary. This manual will provide information and guidance for you and your student as well as contact information for members of the HSOL program.

The Oregon Health & Science University School of Nursing HSOL program increases students' skills, abilities, and responsibilities in a gradual process with the end goal of becoming a capable independent leader. Initial shadowing of preceptors assists the student in learning the routine of your organizational or systems setting. Students will benefit from the process of increasing their independence based on your assessment of student readiness to lead, collaborate and/or manage.

In addition to the supervision you provide, faculty will also provide a minimum of 1 hour weekly group supervision at the School of Nursing. This is done in order to integrate theory courses that students are taking with their leadership or systems experience.

Thank you for your commitment to the profession, our students and OHSU!

Background about the Health Systems & Organizational Leadership (HSOL) program

The Health Systems and Organizational Leadership program prepares nurses for roles in a variety of organizational settings from acute care to long term care, community care, and beyond. Skills gained will allow nurses to lead in formal executive and front-line positions, quality improvement, project management, or other positions where systems-level management and leadership is needed. Nurses will learn about complex dynamic health care delivery systems, creating sustainable organizations, how to leverage the legislative and regulatory environment, and steward financial and human resources through effective care delivery models. Complexity and quality science will be a central program focus. The program will provide opportunities for inter-professional education, collaboration, and practice.

The HSOL curriculum can be completed in the context of a master's degree (MN) or a Doctorate of Nursing Practice (DNP). The HSOL program is available statewide in Oregon and beyond. OHSU uses distance friendly, technology enhanced methods to bring the program to all areas of the state. Courses are delivered using a combination of "intensives" and technology specifically designed for distance education.

In addition to the concepts listed above, the DNP core courses are also taken by the MN students. The concepts of ethics, health determinants and equity in health care, epidemiology, informatics, and evidenced-based practice are emphasized and integrated into the first year of the program. In the second year, systems-level concepts are addressed and integrated, including health care policy, systems, economics, and practice evaluation with an emphasis on leadership and interdisciplinary collaboration.

The MN degree requires 280 hours (7 credits) of supervised practicum experience. Faculty advisors assist with obtaining the practicum setting that best suits each student's needs and interests for the final 2 credits of this requirement.

Students study alongside world-class faculty with expertise in complexity and quality science, systems innovations, and outcome data analysis. Students will be paired with faculty in leadership positions as they develop skills in leadership, team building, and sustaining, analysis of system wide initiatives and data based decision making.

Graduates from the master's (MN) degree program are eligible for national certification by the ANCC as a Nurse Executive or Nurse Executive – Advanced.

See <http://www.nursecredentialing.org/certification.aspx#specialty> for information on national Board Certification requirements.

HSOL Program Competencies

At the completion of the OHSU School of HSOL MN Program, the graduate will demonstrate the following competencies:

In addition to the four general competencies for the Master's in Nursing program, students graduating from the Health Systems and Organizational Leadership program will be able to:

1. Demonstrate the leadership skills essential for influencing organizational policy and improving patient care outcomes.
2. Apply advanced knowledge of nursing and health systems theories to positively impact organizational, care delivery and policy outcomes at a population level.
3. Integrate nursing and health systems knowledge in leading and advocating for the design, implementation, and improvement of sustainable person-center practice models.
4. Maximize the use of human capital to impact clinical care, quality outcomes, and evidence-based policies within complex adaptive health systems.
5. Use information, quality science, and knowledge management tools to make sound and ethical decisions that advance interprofessional and collaborative health services practice.

In addition to the three general competencies for the Doctor of Nursing Practice program, students graduating from the Health Systems and Organizational Leadership program will be able to:

1. Demonstrate the leadership skills essential for creating organizational policy and improving population and organizational outcomes.
2. Apply advanced knowledge of nursing and health systems theories to innovate and co-create organizational, care delivery and policy outcomes at a population level.
3. Integrate nursing and health systems knowledge by innovating design, implementation, and improvement of sustainable person-center practice organizations.
4. Re-design the use of human capital to improve clinical care, quality outcomes, and evidence-based policies within complex adaptive health systems.
5. Contribute to information, quality science, and knowledge management to inform sound and ethical decisions that advance interprofessional and collaborative health services practice.

The Doctor of Nursing Practice (DNP)

After passing an interim benchmark at the completion of the master's curriculum, students continuing for a third year to complete the doctor of nursing practice (DNP) will utilize systems concepts as a focus for a DNP practicum residency and a clinical inquiry project. The DNP practicum residency and inquiry project are designed in conjunction with a doctoral (DNP) academic advisor.

Post Master's HSOL Certificate

A post master's certificate option (PMCO) is offered, space available, for Master's prepared nurses who want to pursue leadership roles in health systems and organizations. PMCO students who wish to pursue the new specialty focus plus the DNP will follow the HSOL PMCO-DNP program of study.

** An individualized plan of study for didactic and practicum credits will be developed with a faculty advisor in the HSOL program as appropriate for the PMCO option and to satisfy the AACN essential requirement for 1000 practice hours in an educational setting for the completion of the DNP degree.

Important Phone numbers

Faculty and Academic Advisors:

Amy Miner Ross, PhD RN CNS
Assistant Professor

503-494-2123
rossam@ohsu.edu
SN 624

Kristen Crusoe, EdD MN RN
Assistant Professor

541-297-2155
crusoe@ohsu.edu

Michael Bleich, PhD RN FAAN
Professor

503-494-7445
bleichm@ohsu.edu
SN 260

Program Administrative Staff:

Heather Collin-Gajewski
Administrative Coordinator

503-494-2083
collin@ohsu.edu or
snacadtt@ohsu.edu

- Emergency contact: please contact the student's practicum supervision faculty in the case of an emergency while the student is in the agency. If unavailable, contact the agency liaison person for your agency and the program administrative staff.

Benefits of Precepting Students

We understand that having a student takes extra time and organization, and increases your own responsibilities within your leadership practice. Nonetheless, we hope that you will discover many benefits to working with our students both professionally and personally. Some preceptors find they are able to be more productive as their students develop leadership skills. Many preceptors have found that working with students challenges them to expand their own base of knowledge and discover new ideas. Students often bring information about recent research and a desire to gather information that you have not had time to seek out given your busy leadership practice. Additionally, you will gain teaching and mentoring skills, and enjoy the satisfaction of watching your students grow and develop into effective and successful leaders.

Preceptor hours can contribute to the renewal of national accreditation. You will receive a yearly certificate of the hours you have spent precepting for this purpose. NEs or NEAs may request an attestation of precepting hours to use for ANCC recertification (see ANCC website).

OHSU also offers access the OHSU library resources to affiliate faculty. Please contact our administrative coordinator Kathi Rise at risek@ohsu.edu if you are interested in becoming affiliate faculty.

Accepting a student into your agency

Initial contact is made by the designated Agency Liaison to request your assistance with practicum teaching at your agency. She/he will ask questions about type of leadership practice, observation and potential for skill building offered. She/he will also need contact information for the representative at your site who has authority to sign contracts. The OHSU staff person responsible for contracts will prepare an agreement between your site and OHSU School of Nursing. For accreditation purposes, the School of Nursing will need a copy of your current resume, as well as a copy of your professional license. We will need to update these documents periodically. If you have had a course in teaching, or continuing education in precepting, that is an added bonus. Specific requirements to precept include:

- Education for professional practice: (MN, MS, MBA in Healthcare, DNP),
- One year experience in leadership practice
- Minimum of 3 months experience at current site
- Hold current unencumbered license and certification applicable to state of practice
- Preceptor may not be a work supervisor if student is placed in place of employment

We seek strong preceptors and appreciate not only your willingness to work with our students but to document these criteria for our program.

The HSOL faculty strives to select students that are a good match with you and your site. We will provide you with this handbook, the timeframe for commitment, and information about the student. We will work with you to coordinate days and hours for the practicum placement. The student will then contact you for orientation.

Expectations and Strategies for Preceptors

Please conduct an orientation to your site and leadership practice for the new student. A sample orientation checklist is in Appendix B. A solid orientation should provide them with understanding of your role, the facility, the people, record keeping procedures and expectations for the student within your facility.

For the returning student, an orientation at the beginning of each term should include setting goals for that term and a plan for meeting those goals. Student evaluations, provided by the School of Nursing, must be completed at the end of each term in a three way conversation with the student.

Preceptors, or an equally qualified designee, must be physically present at the clinical site when the student is there.

Preceptor Strategies:

One validated clinical tool for preceptors is The One Minute Preceptor (OMP). This is used across many of our programs at OHSU and across the country in both nursing and medical schools. The approach below is a modification from clinical preceptor strategies. This approach balances the need for students to learn, provides effective teaching and allows for keeping up the pace needed in leadership practice. It allows preceptors to both teach and be a leader. The five basic skills are outlined below and more detail is included in Appendix B, where other helpful articles may be found.

1. The student presents the case and makes a **COMMITMENT** to a decision
2. Preceptor **PROBES FOR EVIDENCE** for supporting reasoning or students rational for the decision
3. Preceptor chooses a **SINGLE TEACHING POINT** and/or reinforces a general rule
4. Preceptor provides **POSITIVE FEEDBACK**
5. Preceptor **CORRECTS MISTAKES**

Additional useful articles may be found at:

<http://www.son.washington.edu/faculty/preceptors/tips.asp>

Expectations of Students

Students are expected to always arrive on time or early in order to prepare for the start of your time together. They should be professionally attired, as appropriate and standard to the agency, and wear an OHSU nametag at all times. Students should have reference materials identified as necessary for the site. While students may have templates for notes, site forms are used according to preceptor and agency specifications. It is expected that students coordinate with the preceptor about any schedule changes or absences and obtain approval for them.

Students track their hours in the practicum based on “direct”, face-to-face with you and the system, and “indirect” time (e.g., literature searching, creating annotated analytical logs, annotated references, and documentation) in our courses Analytical Observational Log. Students may need some extra time to keep notes. Students will work with their Practicum Supervisor and/or Coordinators to arrange site visits with preceptors to facilitate learning needs and goals. Consultation and site visits take place every term. We will minimize the disruption to your schedule for this.

Students will collaborate and seek guidance from the preceptor, or equally qualified designee, for the management of all leadership activities, again, will obtain the preceptor’s, or equally qualified designee’s, collaboration and signature on all plans.

Students will plan and implement continuous self-evaluation of personal and course objectives and discuss unmet needs and goals with the preceptor.

Expectations of SON Clinical Faculty

Each term students are assigned to a Practicum Supervisor. The Practicum Supervisor/faculty of record for that student will make contact with you each term about the student's goals and to receive feedback on progress during the term. Students may stay with the same Practicum Supervisor several terms, but you will be notified when there is a change. The role of the Practicum Supervision faculty is to support you and the student during the term in order to make the practicum experience positive for all; please do not hesitate to call if you have any questions or concerns during the term.

Expectations of the Agency Liaison

The Agency Liaison is responsible for placing students at your agency and will periodically check with you about preceptorship at your location. She/he will also make sure contracts are current and coordinate any other general agency/site issues. This faculty person will make site visits each term that there is a student in the agency. The **Clinical Contracts & Placement Coordinator**, Kathi Rise can help you or your agency administrator with agency contracts. Contact risek@ohsu.edu

Evaluation of Students:

Students are evaluated by their preceptors near the end of each term. You will receive a formal evaluation form via email from the program administrative staff (See sample in Appendix C, will be developed by Spring Term 2013). Once you have completed this form return it to the program administrative staff, via email, before the end of the term. At the end of each term, we encourage you to give the student feedback either by sharing the evaluation or verbally. Program administrative staff will make sure the student's Practicum Supervisor receives a copy prior to developing the final grade for the term.

The evaluation tool was developed to assess core critical skills each term based on the HSOL competencies (Appendix A). Skills for all prior terms, up to and including the current term, should be evaluated by the preceptor. We expect students to master all skills for each term, demonstrate them, and incorporate them as they develop new skills.

If you determine a student has "Not Met" a critical skill, please document whether this is due to lack of opportunity to demonstrate the skill or because of a skills deficit. This will aid the student's Practicum Supervisor and Advisor in developing a plan for the student to meet these goals. Please include suggestions for a plan to meet critical skills and details on student's strengths and weaknesses to better assist in this process. If your agency does not provide the specific experience, check "Not Available"

Practicum grades for students are based on your evaluation in combination with the evaluation of their performance in weekly practicum supervision, as determined by their Practicum Supervisor. Please contact the Practicum Supervisor any time during the course of the term if you have concerns about student progress; feedback does not have to wait for the end of the term evaluation.

APPENDICES

APPENDIX A: Program Information

- Program Mission, Goal and Student Learning Outcomes
- Program of Study (HSOL MN-DNP)
- Term by Term Look at Student Progress

PROGRAM MISSION, GOAL & STUDENT LEARNING OUTCOMES

The mission of the *Health Systems and Organizational Leadership program* is to prepare nurses for advanced nursing practice roles (e.g., executive and front-line positions, quality improvement, project management, etc.) by providing ***leadership and collaboration in advocating for decision making, policy making, and humanistic organizational design.***

The goal for graduates is to innovate and co-create change in complex healthcare systems interested in implementation, evaluation and improvement of sustainable practice models that are safe, effective, efficient, timely, equitable, and person-centered in the delivery of quality care.

HSOL Student Learning Outcomes – Master’s in Nursing (MN) Degree

In addition to the four general competencies for the Master’s in Nursing program:

1. Demonstrate advanced knowledge in a specialty area of nursing practice.
2. Uses emerging information technologies to access current research and health care data.
3. Critically evaluate evidence to make sound and ethically grounded clinical judgments.
4. Demonstrate the leadership skills essential for influencing organizational policy and improving patient care outcomes.

Students graduating from the Health Systems and Organizational Leadership program will be able to:

1. Demonstrate the leadership skills essential for influencing organizational policy and improving patient care outcomes.
2. Apply advanced knowledge of nursing and health systems theories to positively impact organizational, care delivery and policy outcomes at a population level.
3. Integrate nursing and health systems knowledge in leading and advocating for the design, implementation, and improvement of sustainable person-center practice models.
4. Maximize the use of human capital to impact clinical care, quality outcomes, and evidence-based policies within complex adaptive health systems.
5. Use information, quality science, and knowledge management tools to make sound and ethical decisions that advance interprofessional and collaborative health services practice.

HSOL Student Learning Outcomes – Doctor of Nursing Practice (DNP) Degree

In addition to the three general competencies for the DNP program:

1. Practice within an advanced practice or organizational role in a professional, evidence-based, skilled and ethical manner.
2. Influence (improve) health and health outcomes of individuals, groups, and populations through clinical inquiry, advocacy, and (systematic) change agency.
3. Influence (shape or drive) health policy and system of health care at the organizational, health system, state, national, and international sphere of influence.

Students graduating from the Health Systems and Organizational Leadership program will be able to:

1. Demonstrate the leadership skills essential for creating organizational policy and improving population and organizational outcomes.
2. Apply advanced knowledge of nursing and health systems theories to innovate and co-create organizational, care delivery and policy outcomes at a population level.
3. Integrate nursing and health systems knowledge by innovating design, implementation, and improvement of sustainable person-center practice organizations.
4. Re-design the use of human capital to improve clinical care, quality outcomes, and evidence-based policies within complex adaptive health systems.
5. Contribute to information, quality science, and knowledge management to inform sound and ethical decisions that advance interprofessional and collaborative health services practice.

Program of Study

| | | |
|--|---|----------------|
| Required Health Systems Core - (28 Credits) | | Credits |
| (Total NURS 509 HS credits = 7; variable credit per term 1 – 3 credits) | | |
| NURS 509 HS | Practicum: Practice in Leading Effective Organizations | 7 |
| NURS 549 | Evidence Driven Clinical & Organization Effectiveness | 3 |
| MGT 563 | The Regulation & Legislation of Health Care Delivery | 4 |
| NURS 548 | Quality Science in Health Services & Academic Practice | 3 |
| MGT 564 | Business Planning & Strategy in the Health Care Industry | 4 |
| Organizational Leadership Core - (9 Credits) | | |
| NURS 596 | Complexity Science approaches in Leading Academic & Health Services Organizations | 3 |
| NURS 597 | Creating Sustainable Organizations | 3 |
| NURS 598 | Managing Human Capital | 3 |
| Required DNP Core - (17 Credits) | | |
| NURS 700 | Concepts for Comprehensive Care in Advanced Practice Nursing | 3 |
| NURS 713 | Evaluating Evidence for Advanced Nursing Practice | 3 |
| NURS 701 | Context and Systems of Care | 3 |
| NURS 733 | Health Systems, Organization, & Change | 3 |
| NURS 735 | Applied Health Care Economics & Finance | 2 |
| NURS 714 | Practice Evaluation | 3 |
| TOTAL credits for MN | | 53 |
| Required Health Systems Core for DNP in HSOL | | |
| CPH 521 | Social Determinants of Health | 3 |
| MGT 572 | Financial Management | 4 |
| Required DNP Core - (28 Credits) | | |
| NURS 702 | Concepts for Doctoral Nursing Practice | 1 |
| NURS 715 | Methods for Clinical Inquiry | 3 |
| NURS 790 | DNP Practicum Residency | 18 |
| NURS 703 | Clinical Inquiry | 6 |
| Elective Specialty - (22 credits) | | |
| TOTAL credits for DNP | | 104 |

Term by Term look at Student Progress for Masters in HSOL

First term (Summer)

Practicum: Students do not participate in agency placements or Field-based Learning Activities during this term.

Theory/Didactic:

NURS 700 Concepts for Comprehensive Care in Advanced Practice Nursing

The purpose of this course is to explore core concepts that are essential to comprehensive patient care by the advanced practitioner in nursing. Basic epidemiological concepts, literature and evidence types, and the use of information technology for knowledge management will be examined in relation to evidence-based practice in clinical care. Social, political, legal, economic, and environmental determinants of health, access to care, and health inequality will be explored. Principles core to ethical reasoning and analysis in clinical care will be presented. Professional role components of advanced practice nursing, scope of practice, and legal and patient safety responsibilities will be examined.

NURS 701 Context and Systems of Care

This course will provide the foundations to evaluate health care policy and the intended and unintended health outcomes. Leadership components of the professional role in health systems and autonomous practice are examined. Current knowledge of the organization and health systems will be introduced.

Second term (Fall)

Practicum: Students participate in their first term of Field-based Learning Activities

Theory/Didactic:

NURS 713 Evaluating Evidence for Advanced Nursing Practice

This course provides a framework for applying evidence to clinical practice. Students locate, critically evaluate and synthesize evidence from qualitative and quantitative studies used for decision-making in advanced practice. Approaches to quality/practice improvement, program evaluation and translating research into practice are presented.

NURS 596 Complexity Science Approaches in Leading Academic and Health Services Organizations

This course compares and contrasts traditional organizational leadership based on principles of reductionism with those of complexity science approaches, with an emphasis on helping leaders determine how to approach organizational decision-making and change dynamics using both traditions. Using cases from health services and the academy, students will examine Complex Adaptive Systems (CAS) and their attributes on nursing models of care. Special emphasis will be given to organizational decision-making, organizational co-creation, and the leadership and management role adaptations necessary to function in dynamical organizations.

Third term (Winter)

Practicum: Students participate in their second term of Field-based Learning Activities

Theory/Didactic:

NURS 548 Quality Science in Health Services and Academic Practice

Quality Science has a theoretical and practice foundation that will be the focus of this course. An introduction to key organizational functions that enhance clinical care, how they are constructed, measured, and improved will be emphasized, along with tools that can be used to de-construct and re-construct both health services and academic processes. The use of valid and reliable metrics will be introduced, such that variation can be examined and minimized to produce effective and efficient client outcomes. The impact of designing care delivery systems that build capacity and the issues with sustaining capacity will be explored.

NURS 597 Creating Sustainable Organizations

This course will introduce and examine processes that occur as organizations grow and develop in an ever-changing and challenging healthcare system. Sustainable organizations will be examined through the lens of patterns found in nature and how people are the center of sustainability. Leaders have a social mission to develop and support people in CAS during growth and development of the organization. The organic nature of sustainability will be examined using the Ecological Model where we can see: connectedness, rhythm, balance, acceptance, openness and simplicity. Leaders will find with this new lens that the fiscal mission of organizations can be served with new ways of behaving for interdependence.

Fourth term (Spring)

Practicum: Students participate in their third term of Field-based Learning Activities

Theory/Didactic:

NURS 598 Managing Human Capital

This course addresses the complexities of managing human capital needed in leveraging a changing workforce. From regulatory requirements that influence human behavior, to analyzing workforce demographics and generational dynamics, to issues surrounding talent management and accelerating knowledge transfer and leadership development, major concepts will be applied to group case studies. Recruitment, retention, accommodation, and talent management are studied in the context of relationship-based leadership, healthy work environments, and organizational culture.

MGT 563 Regulation and Legislation of Healthcare

The course reviews how governmental and non-governmental organizations influence health care delivery. Special emphasis is placed on current regulatory topics and the legislative process. Participants gain an increased understanding of the federal and state regulatory/reporting framework within which healthcare is delivered and the role of accreditation bodies within that framework. The course provides examples of the evolution of legislative initiatives, both at the federal and state level, in order to demonstrate the complexity and impact of regulatory oversight on health care delivery. Guest lecturers provide the perspectives of experienced authorities on the legislative process, the complexities of implementation of health care law, peer review and health care compliance. Much of health care regulation is focused on hospital care. Reasons for this include the history of federal funding for hospitals, the high cost of inpatient

care and the vulnerability of hospitalized patients. However, health care regulation and legislation is a very broad topic; this course explores the breadth of regulatory oversight with opportunities for you to explore regulations affecting your own health care area of interest.

Fifth term (Summer)

Practicum: Students do not participate in agency placements or Field-based Learning Activities during this term.

Theory/Didactic:

MGT 564 Business Strategy in Healthcare

This course develops competency in 1) understanding the role of planning and strategy in successful organizations; 2) using tools for planning and strategic decisions; 3) assessing strategic plans and tactics; and 4) applying strategic frameworks in current areas of responsibility. Students work in teams to analyze strategy in healthcare, and to develop a comprehensive strategy map and outline that addresses a challenge in healthcare, culminating with a presentation of their strategy to a review panel at the second face-to-face session.

Sixth term (Fall)

Practicum: Students participate in their fourth term of Field-based Learning Activities

Theory/Didactic:

NURS 549 Evidence Driven Clinical and Organization Effectiveness

This course will introduce and examine frameworks for measuring and evaluating organizational change with excellence as a driving force (e.g., LEAN, Capp and Baldrige). Optimizing outcomes for people (patients and service delivery personnel), process and product will be examined. Decision science, decision making tools (e.g., root cause analysis, SWOT and SOAR) and decision making grounded in the use of multiple types of existing data (i.e., epidemiological, risk, quality, and research) will be examined for predictive analytics. Validity and reliability of existing data will be used to determine the potential consequences of decision making.

NURS 733 Health Systems: Organization and Change

This course provides a critical examination of the organization of health care systems at national, regional, state and local levels. Organizational change affecting health care delivery is explored from a systems perspective.

Seventh term (Winter)

Practicum: Students do not participate in agency placements or Field-based Learning Activities during this term.

Theory/Didactic:

NURS 735 Principles of Healthcare Economics and Finance in Quality Care Delivery

This course will provide the foundation for assessing the financial impact of practice policies, procedures, and initiatives when meeting the health needs of the practice populations. The course will emphasize the analysis of practice quality and cost effectiveness of care, as well as the use of principles of economics and finance to redesign effective and realistic care delivery strategies and/or practice initiatives.

NURS 714 Practice Evaluation

In this course, strategies for evaluating outcomes of care, care systems, programs and quality improvement methods to change practice are examined.

Eighth term (Spring)

Practicum: Students will be in agency placements during this term.

NURS 509HS Practicum: Leading Effective Organizations

Based on extending the learner's skill set, the student will be advised and guided through a variety of practice settings. The students prior to this course will be assessed based on the MN Program General Competencies, the MN Health Systems and Organizational Leadership Competencies and the Master's Essentials Competencies. Appropriate Leadership settings will be selected to allow the student to complete or extend their competencies.

Appendix B: Tools for the Preceptor

- Orientation checklist, setting expectations
- One Minute Preceptor
- “One to One Teaching and Feedback” article
- Student Evaluation (to be developed by Spring 2013)

Orientation Checklist

General Orientation

Introduction to practice agency

- Student workspace(s), reference materials
- Dress code, name tag
- Building access, parking
- Phone system, computers, printers
- Staff introductions and roles
- Providers and roles
- How to contact agency and preceptor
- Agency population served, community issues

Overview of Rotation

- Dates of rotation
- Expectations for attendance, absences, make up days
- Clarifying clinical supervisor role and site visits

Introduction to student

- Past experience and school rotations completed
- Skills mastered, skills to work on

Clarifying Expectations

Expectations of School

- Course and program student learning outcomes related to student term
- Preceptor evaluation forms with specific criteria
- Confirm need for preceptor presence on site and supervision off site

Student Objectives

- Share specific knowledge and skills to work on, set goals for rotation
- Identify areas of weakness, needing extra supervision

Preceptor Expectations

- Confirm hours & days student is in the agency
- Identify days of preceptor absences and plan alternative days/experiences
- Issues related to agency values and expected behaviors
- Review boundaries in the leadership role in the agency for the student
- Documentation, expectations and forms
- Set expectations for requesting supervision and guidance
- Process for feedback, expectations for student self-reflection
- Participation in other agency activities
- Emergency procedures, safety policy

The One Minute Preceptor – 5 Microskills

The One-Minute Preceptor method consists of a number of skills that are employed in a stepwise fashion at the end of the learner's presentation. Each step is an individual teaching technique or tool, but when combined they form one integrated strategy for instruction in the health care setting.

- 1. Get a Commitment:** Asking students how they interpret the data is the first step in diagnosing student learning needs. Asking for their interpretation first helps the student feel more responsibility for the group progress while enjoying a collaborative role.
Examples: What do you think is going on with this group/team (unit, department, system)? What other information do you need? What would you like to accomplish in this meeting (project, unit, department, system)?
- 2. Probe for Evidence:** Students problem solve logically based on their knowledge and data base. Asking them to reveal their thought process allows you to find out what they know and identify any gaps.
Examples: What were the findings that lead you to our conclusion? What else did you consider? What kept you from that choice?
Pitfalls: This is not list making or grilling about the problem (what are the hallmarks of team dysfunction?). It is not passing judgment (no it's not that, don't you have any other ideas?). It is not asking for more data (what do you know about the team [project, unit etc]?).
- 3. Teach General Rules:** Instruction is more transferable if it is offered as a general rule or a guiding metaphor. Students value approaches that are stated as more general approaches for a class of issues or as key features.
Examples: Teams that behave this way are not always dysfunctional; it helps to probe for the circumstances and find out how the team values or fears change.
Pitfalls: answering the question "it's not dysfunction it is..." or giving an idiosyncratic, unsupported personal opinion.
- 4. Provide Positive Feedback:** Reinforce competencies so that they become established
Examples: You didn't jump into solving the problem but kept an open mind until the team revealed the deeper issue concerning the change" or "your sensitivity to the team's fears of loss will certainly enhance your relationship and perhaps increase their compliance with the new changes ahead"
Pitfalls: General praise such as "that was great" or "You did that really well"
- 5. Correct Mistakes:** Mistakes left unattended have a good chance of being repeated. By allowing the student the first chance to discuss what was wrong and what could be done differently in the future, you are in a better position to assess both their knowledge and standards for care.
Examples: You may be right about the team's dysfunction, but until you talk to the team, you cannot be sure.
Pitfalls: vague, judgmental statements "you did what?"

You can find out more about the One-Minute Preceptor and other precepting skills at: http://www.practicalprof.ab.ca/teaching_nuts_bolts/one_minute_preceptor.html



Gordon, J. (2003). ABC of learning and teaching in medicine: One to one teaching and feedback. *BMJ*, 326, March 8, available online at:

<http://www.bmj.com/content/326/7388/543.full.pdf>

Appendix C: OHSU Policies

- Incident Reporting
http://www.ohsu.edu/xd/about/services/integrity/policies/upload/IBC-EHRS-Policy_Research-Accidents-and-Spills.pdf

- Code of Conduct & Conduct Prohibited by OHSU
<http://www.ohsu.edu/xd/education/schools/school-of-nursing/faculty-staff/upload/student-grievance-july-2010.pdf>

- Blood Borne Pathogens
<http://www.ohsu.edu/xd/about/services/integrity/policies/loader.cfm?csModule=security/getfile&pageid=1943729>