



# ILLINOIS STATE UNIVERSITY

*Mennonite College of Nursing*

## **NLM Preceptor Manual**

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Dear Preceptor,

Thank you for agreeing to serve as a preceptor for the Nursing Leadership and Management sequence of our graduate program. Illinois State University Mennonite College of Nursing is committed to producing the preferred graduate. We strive to ensure high quality outcomes for our students by supporting a strong clinical leadership component in the program. This strength is based on the quality of our experienced clinical preceptors, as well as our curriculum, faculty, and students.

This preceptor manual has been developed to provide you with information about the graduate program and the clinical courses for which you might serve as a preceptor. It also includes guidelines related to your preceptor role. We ask that you read this manual prior to precepting the student and to use it whenever a question might arise related the student's clinical practicum. We encourage you to contact the course faculty should you have any questions or concerns about the clinical practicum or any student practicing with you. Contact information for course faculty is provided to you in writing at the beginning of each semester in which you are serving as a preceptor.

We hope you will find your role as a preceptor both personally and professionally satisfying. Again, we thank you for your contribution to the education of our future nurse leaders!

Sincerely,

The Faculty  
Nursing Leadership and Management Sequence  
Mennonite College of Nursing Graduate Program

# Contents

.....

Values, Mission, and Vision ..... 4

    Values ..... 4

    Mission ..... 4

    Vision ..... 4

Graduate Program: Purposes and Outcomes Objectives ..... 4

Nursing Leadership and Management Program Overview ..... 5

    Program of Study ..... 5

Clinical Specialty Course Outlines ..... 6

    Course Descriptions and Objectives ..... 6

        NUR 425 Organizational Experience ..... 6

        NUR 483 Executive Nursing Leadership ..... 6

Policies Related to Preceptors ..... 7

Expectations of Students and Preceptors ..... 8

    Expectations of Students ..... 8

    Expectations of Preceptors ..... 8

Teaching Skills for the Preceptor ..... 9

    Tips for Maximizing Student Learning Experiences ..... 9

    Hints to Help Students Learn ..... 9

Professional Development of a Nurse Leader ..... 10

Professional Evaluation: A Process and a Goal ..... 11

    Formative Evaluation ..... 11

    Summative Evaluation ..... 12

Mennonite College of Nursing - Performance Evaluation ..... 13

**Resources used to develop this manual:**  
National Organization of Nurse Executives (ANONE).  
Council for Graduate Education for Administration in Nursing (CGEAN).  
Ball State University. Preceptor orientation manual.

## **Values, Mission, and Vision**

### **Values**

Building on Mennonite College of Nursing's century-old traditions and Illinois State University's Values, the Core Values that guide our mission and vision are:

- Human dignity
- Belonging
- Integrity
- Ingenuity
- Collaboration
- Excellence

### **Mission**

Mennonite College of Nursing prepares nurses who are engaged, well-informed members of society capable of advancing the health and quality of life for all people.

### **Vision**

Mennonite College of Nursing will be a national leader in preparing exceptional nurses who are culturally responsive practitioners, scholars, educators, leaders, and innovators in providing equitable healthcare.

## **Graduate Program: Purposes and Outcomes Objectives**

The Master of Science in Nursing degree program offered at Mennonite College of Nursing is designed to prepare nurses to function in selected advanced nursing practice roles, including family nurse practitioners and nursing systems administrators. The program builds on the generalist base of a baccalaureate in nursing degree that focuses on nursing practice with individuals, groups, and community systems.

### Purposes

- Prepare nurses for advanced practice in health care as family nurse practitioners or nursing systems administrators;
- Prepare graduates to assume leadership roles within the health care system at the regional, state, and national levels;
- Prepare nurses who can identify researchable problems, take part in conducting research, and promote the use of research findings in practice; and
- Provide the foundation for doctoral study.

### Outcome Objectives

The master's degree in nursing from Illinois State University Mennonite College of Nursing prepares nurses to improve health outcomes by

- Advocating for compassionate patient-centered care with a commitment to serve vulnerable populations

- Leading and evaluating safe and effective change for improved quality in practice and health care systems
- Advancing a culture of excellence through lifelong learning and scholarly inquiry in a complex health care system
- Applying ethical and policy analyses to assess, intervene, and evaluate care delivery in and across healthcare systems
- Fostering and leading collaborative inter-professional care teams to provide individual, family and population-based care
- Navigating and integrating services across the healthcare system that promote ethical, cost-effective, and innovative change
- Translating evidence into practice within an inter-professional healthcare system
- Using communication and information technology to collaborate with healthcare consumers and providers across the healthcare system

## **Nursing Leadership and Management Program Overview**

The Nursing Leadership and Management (NLM) sequence, a 36 semester-hour master's degree program, prepares graduates to function as nurse leaders in a nurse supervisory, managerial, or executive role within changing health care environments. The NLM student utilizes participation in and use of research, development and implementation of health policy, and education of individuals and groups. The NLM sequence is based on an interdisciplinary synthesis of knowledge from the following areas: nursing theory, business administration theory, finance and economic techniques, research, roles, and legal/ethical issues, as well as content and clinical practicum dealing with care across the lifespan in a wide variety of settings.

Graduates of the NLM sequence will be eligible to take the exam for certification in Nursing Executive Board Certified Advanced (CNEA-BC) offered through the American Nurse Credentialing Center (ANCC) when they have 2 years of experience in an administrative role. The program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

### **Program of Study**

| <b>Course #</b> | <b>Course Title</b>                                               | <b>Course Hours</b> | <b>Clinical Hours In Courses</b> |
|-----------------|-------------------------------------------------------------------|---------------------|----------------------------------|
| NUR 401         | Theoretical Foundations of Nursing and Health Care                | 3                   |                                  |
| NUR 405         | Epidemiology and Aggregate Based Health Promotion                 | 3                   |                                  |
| NUR 407         | Scientific Inquiry and Research Design in Nursing and Health Care | 3                   |                                  |
| NUR 425         | Organizational Experience                                         | 3                   | 3                                |
| NUR 451         | Financial and Resource Management of Health Systems               | 3                   |                                  |
| NUR 453         | Organizational Behavior of Health Care Systems                    | 3                   |                                  |
| NUR 509         | Introduction to Informatics                                       | 3                   |                                  |

|         |                                                                       |    |                 |
|---------|-----------------------------------------------------------------------|----|-----------------|
| NUR 511 | Health Policy                                                         | 3  |                 |
| NUR 562 | Leadership in Health Systems                                          | 3  |                 |
| NUR 565 | Changing Health Care Systems: Quality Science and Outcomes Management | 3  |                 |
| NUR 483 | Executive Nursing Leadership                                          | 4  | 3               |
|         | TOTAL HOURS                                                           | 36 | 6 (360 contact) |

## **Clinical Specialty Course Outlines**

### **Course Descriptions and Objectives**

#### **NUR 425 Organizational Experience**

##### **COURSE OVERVIEW:**

The focus of this practicum course is the application of knowledge from previous human resource, finance, and leadership courses. The student will have the opportunity to observe, implement, and create activities together with a preceptor.

##### **COURSE OBJECTIVES:**

At the successful completion of this course, the learner will be able to:

1. Analyze the influence of organizational and environmental factors that shape efficiency and effectiveness of health care delivery systems.
2. Apply business and health care research findings to decision making processes.
3. Analyze principles of leadership within selected health care delivery systems.
4. Generate organizational strategies for producing planned change and evaluation of an identified health care systems problem.
5. Articulate appropriate organizational information to stakeholders.
6. Evaluate the influence of various interactional processes on health care systems operations.
7. Analyze the role of the nurse executive in the provision of quality health care.

##### **TOPICAL OUTLINE:**

- I. Human Resources
- II. Finances III. Leadership

#### **NUR 483 Executive Nursing Leadership**

**Course Overview:** This course provides a capstone opportunity for conceptual and practice synthesis of role responsibilities for the nurse executive. Selected topics are revisited with in-depth analysis as the student is completing the Nursing Leadership and Management sequence. Contemporary issues are explored and career portfolio development occurs. Student evaluation is based on implementation and evaluation of an organizational unit plan previously developed in NLM I and in collaboration with a preceptor.

##### **Course Objectives:**

At the successful completion of this course, the learner will be able to:

1. Analyze the influence of internal and external environmental factors on strategic and operational interventions and outcomes.
2. Integrate interdisciplinary and intradisciplinary literature findings within the practicum site context.
3. Integrate ethical and legal imperatives inherent in management of health care delivery systems.
4. Integrate conceptual and practice role responsibilities of the nurse executive.
5. Communicate nursing leadership knowledge, skills, and abilities within a system.
6. Generate a change project within a system using the nursing process.

**Topical Outline:**

- I. Synthesis of Collaborative Engagement
- II. Organizational Culture Synthesis
- III. Strategic Management & Role Responsibilities
- IV. Health Policy
- V. Contemporary Issues

## **Policies Related to Preceptors**

Criteria

The following are minimal criteria which must be met by persons serving as preceptors in clinical practicum of the graduate program. The preceptor must:

- Hold a master's degree in a relevant area;
- Possess at least two years of nurse supervisory, managerial, or executive experience following professional education for each of these respective roles;
- Hold a role that is not the direct supervisor of the student;
- Students may not use a preceptor who is a family member or is in any other relationship with the student that could create an actual or perceived conflict of interest.
- Demonstrate a sincere interest in teaching and mentoring graduate nursing students enrolled in the Nursing Leadership and Management (NLM) sequence;
- Be able to allocate sufficient time and space resources to effectively fulfill the role; and
- Show willingness to collaborate with graduate nursing faculty and graduate nursing students in planning and evaluating leadership and administrative experiences.

Role of Preceptors

Preceptors assist students in the graduate nursing program by:

- Providing students with opportunities to apply and advance their ability in nurse supervisory, managerial, or executive decision making;
- Demonstrating interdisciplinary collaborative nurse practice;
- Serving as a resource for the student at the clinical site;
- Providing validation for nurse supervisory, managerial, or executive decision making;
- Assisting with the evaluation of the student and the program.

### Legal Liability for the Preceptor

- The preceptor stays liable for the care of the patient or group of patients they have been assigned to supervise either directly or indirectly.
- The preceptor must co-sign all records in which the student has given documentation.

### Record of Hours Served as a Preceptor

When you agree to serve as a preceptor, your demographic information is entered into the College's preceptor database. Shortly after the end of the semester, you will receive a letter from the College noting the number of clinical hours you precepted. These hours are also recorded in the database. Preceptorship hours are often useful for recertification purposes for the preceptor.

## **Expectations of Students and Preceptors**

### **Expectations of Students**

The student is responsible for:

- Obtaining preceptor's written verification of agreeing to serve as a preceptor;
- Verifying with Mennonite College of Nursing that a clinical contract is in place with the clinical site prior to beginning the clinical experience;
- Students who use preceptors cannot select a preceptor who is a family member or any other relationship that could create an actual or perceived conflict of interest.
- Contacting the preceptor to arrange a mutually agreeable clinical schedule;
- Developing personal learning objectives and sharing these with the preceptor and faculty;
- Observing policies of the agency, including dress code;
- Notifying the preceptor of illness/absence and arranging to make up missed clinical time;
- Conferring with the preceptor to keep informed of progress;
- Conferring with the preceptor/faculty when the experience is not meeting the learning objectives;
- Adhering to the standards and scope of professional practice.

### **Expectations of Preceptors**

The preceptor is expected to:

- Provide Mennonite College of Nursing with requested information, such as that related to the preceptor's licensure, practice, and education;
- Read this manual and review the information for the course in which the student is currently involved;
- Orient the student to the clinical site and applicable agency policies;
- Facilitate an informal, collaborative, and mutually respectful environment in which to learn;
- Be an expert role model;
- Provide valuable and evidence-based learning experiences within the organization;
- Provide ongoing feedback to improve the student's assessment and management skills;

- Guide the student to pace the learning experience to meet client population and clinical site needs and student learning needs;
- Direct the student to resources, such as administrative policies and procedures;
- Notify faculty of any concerns about student behavior, clinical skills, and/or student progression, and give written anecdotal documentation as appropriate;
- Complete and review with the student a final written evaluation of performance which is then kept in student's file at Mennonite College of Nursing.

## **Teaching Skills for the Preceptor**

### **Tips for Maximizing Student Learning Experiences**

- **Students learn best by taking part in nurse administration**, not by simply seeing. The preceptor needs to allow the student to provide “hands-on” management experience.
- **Students may question a preceptor's care which differs from textbook guidelines.** The preceptor may change decisions based on experience as a health care provider and based on the unique situation. It is helpful to discuss such modifications with the student and the rationale for such changes.
- **Students need the opportunity to improve based on preceptor feedback.** Students receive help from critique of their performance throughout the managerial experience, not simply at the end of the experience. This allows the student the opportunity to continually improve in skills and helps to set up a supportive student-preceptor relationship.
- **Students view preceptors as role models for management and leadership skills.** Students receive help from initially seeing the preceptor's abilities in supervising, managing, critical thinking, communication and executive decision making.

### **Hints to Help Students Learn**

Nursing administrators may be novices in terms of serving as preceptors. Likewise, veteran preceptors may receive help from teaching hints. The following is given to guide the preceptor in helping the student to think critically and grow throughout the clinical experience.

| <b>Clinical Teaching Skill</b>                 | <b>What the Preceptor Might Say</b>                                              |
|------------------------------------------------|----------------------------------------------------------------------------------|
| Agree on the central management issue          | “What do you think is going on?”                                                 |
| Get the student's opinion of the central issue | “What concerns are involved...”<br>“What issues may have led to this situation?” |

|                                                                     |                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ask targeted questions to define the student's learning needs       | <p>"What led you to that conclusion?"</p> <p>"What part of the comprehensive assessment is most important in this situation?"</p> <p>"Is the organization's primary concern the same as yours?", "What about the patient's concerns?"</p> |
| Teach general managerial skills and techniques                      | "When this happens, you need to consider..."                                                                                                                                                                                              |
| Reinforce sound managerial principles whenever possible and discuss | "The standard guidelines for dealing with this issue...."                                                                                                                                                                                 |

|                                                                        |                                                                                                                                                        |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| modifications when appropriate.                                        | "The typical solution for this problem is not appropriate because...."                                                                                 |
| Positively reinforce good managerial skills and professional behavior. | "You were thorough in your collection of financial information."                                                                                       |
| Review what needs to be improved. Correct mistakes.                    | "I noticed you made out the work schedule before assessing the acuity of the patients. What can you think of as being the problem with this approach?" |
| Promote critical thinking skills.                                      | "The staff is complaining regarding the patient assignments. What do you think is the problem?"                                                        |

## Professional Development of a Nurse Leader

It is expected that the student will grow in ability and confidence as the student progresses through the sequential courses. Students may vary in this progression based on their past supervisory, managerial, or executive experiences. For example, a student whose past nursing experience was focused in a medical-surgical setting may feel unskilled in a managerial role. Likewise, a student who is very comfortable in a line management role, but then initially may feel uncomfortable in the nurse executive role. Following are some general descriptions of students at various points in the clinical sequence.

### **The Beginning Student (enrolled in NUR 425 Organizational Experience)**

- Student spends initial time observing preceptor.
- Student ability to assess a situation should be confirmed by the preceptor.
- Student management plans need significant guidance.
- Student needs high level of direction, which decreases as skill level increases.

- As student progresses, preceptor allows student to take on more independent responsibilities.
- Student is ready to see and begin development of other nurse managerial functions such as analyzing financial data and scheduling work load assignments.

**The Intermediate Student (enrolled in NUR 451, 453, 511)**

- Student becomes more proficient in analyzing data, is more skilled with assessing and formulating management plans.
- Student improves in use of time and resources.
- Student may need help in prioritizing and coordinating managerial duties.
- Student needs support and help for complex issues and situations.
- Student is ready to show other nurse managerial functions such as analyzing financial data and scheduling work load assignments.

**The Advanced Student (enrolled in NUR 483)**

- Student is expected to perform all role functions in an organized, efficient, skillful, and independent manner.
- Student is expected to engage in interdisciplinary role collaboration, consultation, and referral.
- Student and preceptor develop a more collegial relationship.

(Above adapted from The Geriatric Interdisciplinary Team Training Program Nurse Practitioner Clinical Preceptor Guide)

## **Professional Evaluation: A Process and a Goal**

Evaluation should be a collaborative effort between the student and the preceptor. The student should develop and use personal learning objectives to discuss learning needs with the preceptor. The preceptor likewise can use these objectives, along with course objectives, professional standards/scope of practice, and standards of care to provide the student with constructive evaluative feedback.

### **Formative Evaluation**

Informal evaluation should occur throughout the managerial experience with the preceptor. This gives the student the opportunity to use the feedback in a positive manner to improve on performance.

- Feedback is best provided as soon as possible with consideration of patient needs being met first.
- The feedback should also be provided in privacy to avoid embarrassing the student in front of patients or staff.
- The preceptor should be descriptive in the feedback and help the student to analyze the cause of the problem and what might be done to avoid the problem in the future.
- The preceptor should also elicit feedback from the student as to how the preceptor might improve in giving feedback to the student.

- By midterm, the preceptor should give substantive feedback to student to indicate course progression, either satisfactory or unsatisfactory. This should, also, be communicated to the faculty member.

#### Summative Evaluation

At the end of the clinical experience, the preceptor is asked to give a written summary of the student's performance on a standard form (see attached). The preceptor and student should review this evaluation together at the end of the clinical experience. If formative evaluation has occurred throughout the clinical experience and open communication between the preceptor and student has been supported, the content of the summative evaluation should not be a surprise for the student.

# Mennonite College of Nursing - Performance Evaluation

Performance appraisal for the Nursing Leadership and Management Sequence

Student's name: \_\_\_\_\_

Course: \_\_\_\_\_

Midterm Evaluation Date: \_\_\_\_\_

Final Evaluation Date: \_\_\_\_\_

Please rate on a scale of 1 to 4, the following areas regarding the leadership provided by the above student.

**4 = exceptionally**  
**3 = consistently**  
**2 = sometimes**  
**1 = rarely**

| STUDENT LEADERSHIP & MANAGEMENT BEHAVIORS                                                                                                                     | RATING |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---|---|---|
| 1. Demonstrates caring attributes and competence by administration of safe, effective organizational strategies.                                              | 4      | 3 | 2 | 1 |
| 2. Understands, discusses, and analyzes the influence of internal and external environmental factors on strategic and operational interventions and outcomes. | 4      | 3 | 2 | 1 |
| 3. Utilizes, analyzes, and presents quality data to facilitate sound decision-making.                                                                         | 4      | 3 | 2 | 1 |
| 4. Utilizes and analyzes pertinent financial data in order to make sound decisions.                                                                           | 4      | 3 | 2 | 1 |
| 5. Develops a well-organized approach to projects.                                                                                                            | 4      | 3 | 2 | 1 |
| 6. Manages projects effectively.                                                                                                                              | 4      | 3 | 2 | 1 |
| 7. Works within the legal and ethical framework appropriate for the particular setting.                                                                       | 4      | 3 | 2 | 1 |
| 8. Solicits support and guidance when necessary.                                                                                                              | 4      | 3 | 2 | 1 |
| 9. Resolves conflicts in a professional manner.                                                                                                               | 4      | 3 | 2 | 1 |
| 10. Communicates effectively regarding care delivery within context of organizational culture.                                                                | 4      | 3 | 2 | 1 |
| 11. Delegates appropriately to members of the health care team.                                                                                               | 4      | 3 | 2 | 1 |
| 12. Communicates effectively regarding personnel matters maintaining confidentiality.                                                                         | 4      | 3 | 2 | 1 |
| 13. Utilizes change process in implementation of tasks and projects.                                                                                          | 4      | 3 | 2 | 1 |
| 14. Utilizes effective time management skills.                                                                                                                | 4      | 3 | 2 | 1 |
| 15. Takes leadership role seriously.                                                                                                                          | 4      | 3 | 2 | 1 |
| 16. Demonstrates self-confidence in the leadership role.                                                                                                      | 4      | 3 | 2 | 1 |
| 17. Demonstrates professional, ethical, legal, fiscal, safe and moral practice.                                                                               | 4      | 3 | 2 | 1 |

Please provide comments regarding the student's performance in any one or all of the areas listed above. Please use the back of this paper if needed. Feedback regarding any deficiencies should include a plan for addressing these deficient areas including a time frame for completion.

Preceptor Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Thank-you for your time and assistance.**