

# DEFIANCE COLLEGE

## RN TO BSN ONLINE COMPLETION PROGRAM

# Preceptor Guide

2017-2018

### **NRS 476 Community Nursing Clinical**

This course is the clinical component of Community Health Nursing. It will include 80 clock hours of clinical within the students' local health department. The student is responsible for arranging this clinical site within their state of nursing practice. It will include a formal paper including data from the community's assessment and a clinical project agreed upon by the agency and the student to serve the needs of an underserved population. A formal paper and a presentation are required. Corequisite is NURS 475 Community Health Nursing.

### **NRS 481 Nursing Leadership Capstone**

This course is the final measure of the nurse's knowledge, skills, and attitudes of the professional nurse in a health care setting. Under the direction and mentoring of a Chief Nursing Officer (CNO) 80 clock hours are required. The following leadership and management skills will be observed: strategic planning, organizational structure and culture, communication, conflict resolution, budget planning and evaluation, human resource issues, power and politics, teambuilding and working with collaborative multidisciplinary teams. The student is responsible for arranging this clinical site within their state of nursing practice and working with the CNO for a PICOT project (Population/Patient, Intervention/Indicator, Comparison/Control, Outcome and Time). This is to be agreed upon by the CNO and the nursing student. A final paper and presentation of the PICOT project is required. Prerequisite this is to be the capstone and should therefore be scheduled as the last course in the student's final term. Corequisite is NRS 480 Nursing Leadership and Management.

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## **RN to BSN Online Completion Program Philosophy**

The RN to BSN completion program philosophy is guided by the *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). This philosophy reflects the faculty's beliefs about the nature of nursing and nursing education, people and their environment, and health and illness. As autonomous professionals who know and value the necessity of interdisciplinary collaboration, baccalaureate generalist nurses are part of an interprofessional health team which provides comprehensive care to individuals, families, and communities.

Nursing includes assessment, diagnosis, and treatment of human responses to actual or potential health problems and the planning, implementation, and evaluation of nursing care. The practice of nursing is based on nursing science, which includes knowledge of principles that govern life processes, the patterning of human behavior, the nature of human beings, and human interaction. The health care needs of individuals, families, and communities are defined within the context of personal, cultural and ethnic values, and social systems that influence function and resources. Therefore, a sound liberal and professional education is required to understand the complexity of responses. The need for evidence-based outcomes to improve human health and patient care is the stimulus for research into nursing practice.

Professional nurses are committed to the overall goal of health promotion, assisting persons of all ages to attain, maintain, and regain their health, and enhancing the quality and safety of their lives. Dedicated to the care and nurturing of the sick and well in order to help them achieve maximum human functioning, nurses help people achieve and maintain a healthy state, meet their basic needs, adapt to changes in their health status, recover from illness, and die with dignity. Humanistic, ethical and scientific principles drawn from nursing science and other fields form the theoretical base of nursing care for individuals, families, and groups. Individuals, families, and communities retain responsibility for their own health and the right to make decisions regarding health care.

People are complex organisms and human behavior and biological functioning are a result of the interaction between individuals and their environment. Humans are endowed with hereditary qualities that may be influenced in temporary or permanent ways by the interaction with others and the environment. Each person possesses strengths and limitations as a result of the interaction of hereditary and environmental factors and these, in turn, create the biological and behavioral potential.

Scientific principles related to the interplay of the mind, body, and spirit form the basis of our understanding of health and illness. Health is a dynamic state in which a person's developmental and behavioral potential is realized to the fullest extent possible. Illness is the alteration of normal biophysical and social-psychological mechanisms.

## **RN to BSN Completion Program Description**

The major in Nursing at Defiance College leading to the BSN degree is a completion program designed for Associate Degree prepared nurses or Diploma prepared nurses who graduated from an accredited nursing program and have a current unrestricted RN licensure. Students must also have a GPA of 2.5 or higher to be admitted into the program. Students must complete the required Defiance College general education curriculum courses as well as the advanced nursing courses. The program will be offered in an online format to accommodate various working schedules. All nursing major courses are offered in an online format. Baccalaureate prepared nurses have a broad base of learning that combines the technical aspects of nursing with the leadership skills necessary to lead in today's dynamic health care environment. Students will gain additional knowledge in the liberal arts and take nursing courses to prepare them for leadership positions.

*Recognizing that the student is already an RN, the focus will be on professional development that includes the following knowledge and skills:*

- Examining current issues and trends in health care, such as nursing informatics, and patient care technology
- Developing writing, peer review, presentation, and communication skills through a liberal education
- Learning to apply research within the context of evidence-based practice
- Expanding critical thinking skills and organizational skills as they relate to improving patient care outcomes through prevention and health care education
- Using leadership skills in planning, implementing, and evaluating nursing care and participating in nursing policy development
- Work in interdisciplinary teams to benefit individual patients and underserved populations.
- Develop basic understanding of agency financial and budgetary concerns.

**Defiance College**  
**RN to BSN Completion Program**  
**Program Learning Outcomes**

1. Develop caring professional values within a legal and ethical framework of nursing practice.
2. Synthesize knowledge from the liberal arts and nursing curriculum to become a provider of quality care in a safe environment.
3. Practice as a nurse generalist within the framework of diversity.
4. Integrate technology into professional nursing practice.
5. Incorporate effective communication principles to produce positive professional relationships.
6. Establish a foundation for lifelong learning and nursing scholarship.
7. Integrate community nursing concepts as a coordinator of care utilizing the nursing process and critical thinking.
8. Apply nursing research and scientific inquiry to fulfill the leadership role of a nursing professional.

# **American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008)**

The American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) was used to guide course development for the RN to BSN Completion Program. These essentials emphasize concepts such as patient centered care, interdisciplinary collaboration, evidence based practice, quality improvement, patient safety, informatics, clinical reasoning, critical thinking, cultural sensitivity, professionalism, and practice across the lifespan in a health care system that is constantly changing with clients who are complex in their needs. The AACN essentials are as follows:

## **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

## **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

## **Essential III: Scholarship for Evidence Based Practice**

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

## **Essential IV: Information Management and Application of Patient Care Technology**

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

## **Essential V: Health Care Policy, Finance, and Regulatory Environments**

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

## **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

## **Essential VII: Clinical Prevention and Population Health**

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of

baccalaureate generalist nursing practice.

**Essential VIII: Professionalism and Professional Values**

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

**Essential IX: Baccalaureate Generalist Nursing Practice**

- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity and the increased use of healthcare resources inherent in caring for patients.

Reference:

American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Retrieved 9/29/09 from [www.aacn.nche.edu/Educational/pdf/BaccEssentials08.pdf](http://www.aacn.nche.edu/Educational/pdf/BaccEssentials08.pdf)

## Basis of Clinical

### Overview

Students in the RN to BSN Completion Program are required to take the following two (2) clinical courses as part of their nursing curriculum:

- Nursing 476 Community Health Clinical

This course is the clinical component of Community Health Nursing. It will include 80 clock hours of clinical within the students' local health department. The student is responsible for arranging this clinical site within their state of nursing practice. It will include a formal paper including data from the community's assessment and a clinical project agreed upon by the agency and the student to serve the needs of an underserved population. A formal paper and a presentation are required. Corequisite is NURS 475 Community Health Nursing.

- Nursing 481 Nursing Leadership Capstone

This course is the final measure of the nurses' knowledge, skills and attitudes of the professional nurse in a health care setting. Under the direction and mentoring of a Chief Nursing Officer (CNO) 80 clock hours are required. The following leadership and management skills will be observed: strategic planning, organizational structure and culture, communication, conflict resolution, budget planning and evaluation, human resource issues, power and politics, teambuilding and working with collaborative multidisciplinary teams. The student is responsible for arranging this clinical site within their state of nursing practice and working with the CNO for a PICOT project (Population/Patient, Intervention/Indicator, Comparison/Control, Outcome and Time). This is to be agreed upon by the CNO and the nursing student. A final paper and presentation of the PICOT project is required. Prerequisite this is to be the capstone and should therefore be scheduled as the last course in the student's final term. Corequisite is NRS 480 Nursing Leadership and Management.

Students are required to spend 80 hours (40 hours on site / 40 hours on project/paper) during the semester focused on clinical learning integral to the respective courses. Students spend their clinical hours at county health departments and with a CNO at a local hospital. Designated preceptors provide supervision. **Clinical hours are fulfilled through an onsite clinical experience and through an offsite clinical related project that is presented to the preceptor agency in a written, power point or a pamphlet presentation.**

Preceptors are clinically expert nurses who have preferably earned, at a minimum, the BSN degree and have two years of experience. As healthcare and community-based resources, preceptors contribute significantly to the BSN students' learning and professional socialization. Preceptors and faculty work collaboratively to maximize potential for student learning. *Students have the ability to contribute in choosing their own preceptor in the clinical courses.* If the student is unsure of possible preceptors or sites, they should contact their course faculty member. The student can also identify others who may be suitable. In any event, the student must notify the course and/or clinical faculty to ensure the preceptor and facility meets the guidelines of the RN to BSN program.



The course and/or clinical faculty will ensure the site is suitable. The nursing program director will initiate an affiliation agreement with follow-up by the student.

In consultation with their preceptors and faculty, students will determine the clinical activities consistent with the course objectives developed by the faculty. Students will work with their preceptor to define two (2) specific objectives they would like to achieve for the course. Students will be required to track their on-site clinical hours using the form provided within this guide. Students will also be required to have a minimum of one email or phone call from their clinical faculty during the semester. A clinical site visit is only required if difficulties arise or a visit is requested by the agency, preceptor or student.

Students can distribute their clinical hours across the eight week semester to meet the course objectives, or complete hours in a more concentrated fashion. The student will work with the preceptor based on the student and preceptor needs. ***Ideally, no student will stay within their employing institution for the clinical experience. No student may be assigned to a unit or direct reporting department where they are employed.*** Clinical time for which students receive financial or other compensation may not be counted as clinical hours.

## **Student Requirements for Clinical Courses**

**All requirements must be completed before the start of any clinical course.**

The student is advised to begin the process early so there is no delay in completing the clinical hour requirements for the courses. **It is the student's responsibility to keep all required CPR and immunizations up-to-date. Failure to comply will result in missed clinical opportunities.**

### **1. ACTIVE UNENCUMBERED RN LICENSURE**

### **2. HEALTH REQUIREMENTS**

1. Verification of DTP immunization within the past ten years;
2. Verification of immune status or vaccine administration for the following infectious diseases:
  - a. Hepatitis B
  - b. Mumps
  - c. Rubella
  - d. Rubeola
  - e. Varicella
3. Mantoux TB Test. If there is a history of a positive PPD, then a chest x-ray is required.
4. Current Influenza Vaccination (Seasonal)

Some health requirements require a YEARLY update and it is the student's responsibility to assure that the tests are completed and the report submitted to the RN to BSN Online Completion Program, as indicated below.

Students who are pregnant or think they are pregnant should report their condition to the course faculty. Some health requirements may be waived for pregnant students or for individual students whose situations may warrant such action.

All health records are retained at the Defiance Nursing Office Tenzer 101. Students who meet their health requirements need to have their record of meeting these requirements forwarded to:

Cheryl Hinojosa MSN, RN  
Attn: Nursing Defiance College  
701 N. Clinton St.  
Defiance, Ohio 43512

### **3. CRIMINAL BACKGROUND CHECK**

Students are required by state law to complete a criminal background check. Students must be fingerprinted before they begin their initial clinical experience for the purpose of identifying those who may have a criminal record. Students with a criminal record may be denied the ability to participate in clinical study based on agency and Defiance College policies. Results should be mailed directly to: Cheryl Hinojosa MSN, RN, Attn: Nursing Defiance College, 701 N. Clinton St., Defiance, OH 43512

**Background checks from current or previous employers will not be accepted due to the contractual agreements the college has with the clinical agencies. Criminal Background Check must have BCII and FBI checks done.**

### **4. MANDATORY DRUG SCREENING**

All students enrolled in a clinical course are required to provide a sample for a urine drug screen. This is a requirement among agencies that accept our students for clinical experience. The RN to BSN online completion program requires that you get your urine screen done at a local health care facility. Please *call ahead of time to assure the availability of personnel and to schedule a time for a ten drug screening urine test*. No previous drug screening results will be accepted. Students who have not completed a drug screen will NOT be permitted in any clinical setting. The program director and clinical faculty member will be notified of students who are non-compliant. Should a student's drug screen be positive, the student must have another drug screen completed within 24 hours at an agreed upon lab, and the results should be faxed (419) 785-2831 to the RN to BSN Online Completion Program. If positive results are obtained, the student will not be able to attend clinical. Students will be responsible for the cost of drug screening, both initial and follow-up, if necessary.

**Drug screenings from current or previous employers will not be accepted due to the contractual agreements the college has with the clinical agencies.**

### **5. PROFESSIONAL LIABILITY AND HEALTH INSURANCE**

All RN to BSN online completion program students are required to have professional liability insurance in the minimum amount of \$1,000,000/occurrence and \$6,000,000/ aggregate during NRS 476 and NRS 481 courses. Defiance College requires that all students carry health insurance through a family, employment, or student policy. See *Defiance College Student Handbook & Academic Planner* for specific information.

### **6. CARDIO-PULMONARY RESUSCITATION (CPR) CERTIFICATION**

The only certifications that are acceptable are:

- American Heart Association, BLS for the Health Care Provider
- American Red Cross, CPR for the Professional Rescuer

Students need to be certified in CPR before they can participate in clinical course work. It is up to each student to make sure that evidence of CPR certification is provided to the RN to BSN Online Completion Program. You may bring your certification to the Nursing Program office in Tenzer, Room 101 and the Administrative Assistant will make a copy for your file, or you can copy both front and back of your card and email to [chinojosa@defiance.edu](mailto:chinojosa@defiance.edu)

## **7. HIPAA TRAINING POLICY**

Every student in the RN to BSN Online Completion Program is required to read and sign a Health Insurance Portability and Accountability Act (HIPAA) form at Defiance College and may need further training regarding HIPAA prior to beginning clinical experience at individual facilities.

## **8. IDENTIFICATION BADGES AND PATCHES**

- All students in the RN to BSN Online Completion Program will wear professional clothing (scrubs & lab coat or slacks/skirt & lab coat). Each student will also carry their Defiance College identification card including RN designation and should be prominently displayed on their outer clothing.
- Identification patches for lab coats will be provided and are required.

## Course Specific Requirements

Students are responsible for meeting all requirements mandated in respective course syllabi and the Preceptor Guide.

### Process for Beginning Clinical

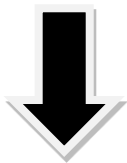
#### *Student*

- Attends orientation prior to start of clinical semester (in class or by video)
- Completes pre-clinical requirements
- Completes or is enrolled in NRS 400
- Seeks out local health department for NRS 476 and a hospital CNO for NRS 481
- Gives agency copy of the preceptor guide and syllabus
- Gives Director of Nursing Business Card for contact information or questions



#### *Clinical Course Faculty*

- Approves clinical site
- Provides preceptor with *Letter of Introduction to course, Preceptor Guide, and applicable syllabus via email two weeks prior to start of clinical.*
- Notifies student of documentation completion and start of clinical
- Ensures preceptor documentation and agency contract is completed by the first week of the semester



#### *Preceptor*

- Completes “Preceptor Affiliation Agreement” and “Preceptor Information Sheet” and returns to RN to BSN Online Completion Program by the 1st week of clinical
- Negotiates schedule with student for clinical hours (40 hours on site)

# Responsibilities for Students' Schedule and Reports

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## *Clinical Faculty*

- Works with student during the semester to develop two (2) clinical objectives and clarification on project expectations.
- Visits students and preceptors only if requested or if any difficulty during the academic semester. Otherwise, the evaluation of the agency will be done via email or by phone.
- Ensures students have developed two learning objectives by the second week of the semester as part of their evaluation.
- Ensures that all documentation from the Preceptor Guide has been collected and submitted by the preceptor and student by the seventh week of clinical or capstone.

## *Student*

- Develops working relationship with agency and preceptor.
- Coordinates scheduling or clinical hours with preceptor and agency.
- Discusses Clinical with Instructor/fills out clinical schedule on ongoing basis.
- Calls and schedules an online visit or phone call with clinical instructor and preceptor.
- Develops Student Objectives by second week of the semester. (*Please write the objectives on the Preceptor Evaluation of Student Form*). These are two main goals/learning objectives students want to accomplish through this experience.
- Prepares for specific clinical agency experience by reading and orienting to site.
- Participates in clinical as agreed upon with preceptor/instructor.
- Develops proposal for project with preceptor/instructor by third week of the semester per course requirements.
- Completes all clinical requirements by seventh week of the semester.
- Submits final copy of project/paper by stated date on syllabus.

# Preceptor Forms and Instructions

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Preceptors are required to complete the following forms:

- Preceptor Information:**  
**Email to the RN to BSN Online Completion Program: [kstelzer@defiance.edu](mailto:kstelzer@defiance.edu)**  
**Due by week 1 of clinical**  
The information on this form is required by Defiance College RN to BSN program for accreditation purposes. Please ensure the student has completed their information at the top of the form.
- RN-BSN Completion Program Institutional Placement Agreement:**  
**Email to the RN to BSN Online Completion Program: [kstelzer@defiance.edu](mailto:kstelzer@defiance.edu)**  
This form **may** be required by your immediate supervisor to ensure they are aware of your participation and willingness to assist as a preceptor. **The form is not mandated by Defiance College RN to BSN Online program.**
- Preceptor Contract:**  
**Email to the RN to BSN Online Completion Program: [kstelzer@defiance.edu](mailto:kstelzer@defiance.edu)**  
**Due by week 1 of clinical**  
This form indicates your acceptance of the role as a preceptor with the assigned student.
- Preceptor's Evaluation of Student Performance:**  
**Email to the RN to BSN Completion Program: [kstelzer@defiance.edu](mailto:kstelzer@defiance.edu)**  
**Due within a week of completing clinical hours**  
This form is to be completed by the preceptor. Instructions for when to assess the student can be found on the page before the Evaluation Form. The preceptor can determine the most appropriate time to assess. However, the form must be completed and submitted no later than the seventh week of the semester in order for the student to be awarded a grade.
- Preceptor's Interaction Regarding Faculty:**  
**Email to the RN to BSN Online Completion Program: [kstelzer@defiance.edu](mailto:kstelzer@defiance.edu)**  
**Due within a week of completing clinical hours**  
This form should be completed by the preceptor at end of the clinical experience. The information you provide will assist us in determining how best the faculty can assist you in the future. We appreciate your time in providing your feedback.

# Preceptor Information

*Please email to the RN to BSN Online Completion Program: chinojosa@defiance.edu*

*Due by week 1 of clinical*

Course: (Students: please check for your preceptor)

NRS 476 Community Nursing Clinical     NRS 481 Leadership Capstone

Student: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

## ***Preceptor Information***

Preceptor Name and Credentials: \_\_\_\_\_

Certifications: \_\_\_\_\_

Official Title: \_\_\_\_\_ E-mail \_\_\_\_\_

Address: \_\_\_\_\_

Hospital/Agency Name \_\_\_\_\_

Hospital/Agency Mailing Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Number of Years in Clinical Practice: \_\_\_\_\_

RN License Number Validated (done at Defiance College) \_\_\_\_\_

Unencumbered: Yes \_\_\_\_ No \_\_\_\_

Educational Background: (Required by CCNE accreditation)

Name of School	Degree	Year Received
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

***To the Preceptor: Please copy the above information, keep a copy for yourself, and email to RN to BSN Completion Program: chinojosa@defiance.edu***



# Preceptor Contract

*Please email to the RN to BSN Completion Program: [chinojosa@defiance.edu](mailto:chinojosa@defiance.edu)*

*Due by week 1 of clinical*

I, \_\_\_\_\_ agree to serve as a preceptor for \_\_\_\_\_  
Preceptor Name and Credentials Student Name

for course:  NRS 476 Community Nursing Clinical  NRS 481 Leadership Capstone

**Beginning Date:** \_\_\_\_\_ **Completion Date:** \_\_\_\_\_

I accept the following as responsibilities for the duration of the preceptorship. I will:

1. Serve as a resource person, role model, and consultant to the assigned student.
2. Coordinate the clinical experience with the faculty person.
3. Recommend patient/client, family and community assignments which will help the student integrate classroom theory.
4. Supervise the RN student as appropriate in the clinical settings.
5. Verify the presence of student at agreed upon clinical dates and times.
6. Assist in determining the degree to which the student has met the learning objectives during clinical.
7. Notify the school and student, if possible, at least two weeks in advance if unable to complete this contract.
8. Notify the faculty, as well as participating agencies, of any client-incident requiring a formal report.
9. Notify the appropriate person in the clinical setting of the times the student will be in attendance.

I attest to the fact that the proposed student is not related to me, is not my immediate supervisor, and is not my employee or subordinate.

Preceptor Name and Title (type or print): \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

To Preceptors: Please return by the first week of the semester to the email address listed above.

**Defiance College RN to BSN Online Completion Program clinical course faculty is responsible for coordinating, monitoring and evaluating clinical experience. These responsibilities include the following:**

1. Orient the preceptor to the philosophy, goals, and objectives of the curriculum and the course via the Preceptorship Guide, the course syllabus, and letter of introduction.
2. Provide appropriate resources for course content.
3. Provide supervision through telephone or e-mail. If needed an on-site visit if requested by student or preceptor.
4. Notify the preceptor if a decision is made to terminate the contract.

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Institutional Placement Agreement

*Please email to the RN to BSN Online Completion Program, if applicable: [chinojosa@defiance.edu](mailto:chinojosa@defiance.edu).*

**This form only needs to be completed if a supervisor requires permission prior to you serving as a preceptor in your facility.**

To: Preceptor and/or Supervisor

From: Director of Nursing

Please complete this form and return it to The Defiance College RN to BSN Online Completion Program.

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I understand that \_\_\_\_\_ (preceptor's name), has agreed to serve as preceptor for \_\_\_\_\_ (student's name). I understand the time commitment and the possible need for accessibility to agency resources for completion of this clinical. This project has been approved by our agency and I support the preceptorship.

\_\_\_\_\_  
Administrator/supervisor's name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of agency

# Preceptor Evaluation of Student Performance

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*Please email to the RN to BSN Online Completion Program: [chinojosat@defiance.edu](mailto:chinojosat@defiance.edu)  
Due within a week of completion of the clinical experience*

## Ongoing Assessment

Your assessment of the RN to BSN online completion student is important on an ongoing basis throughout the semester. If at any time you would like to request a meeting with the clinical course faculty or Program Director, we encourage you to contact us.

When assessing adult learners it may be helpful to review adult learning styles. (See addendum)

## When to assess

We recommend that you meet with the student at:

- The beginning of the clinical to review the students' learning objectives and how best the student can meet these objectives
- During the semester to monitor the student's progress on an ongoing basis
- Final evaluation to determine the student's performance and verify completion of the clinical requirements

# Preceptor Evaluation of Student Performance:

Page 1 of 2

*Please email to the RN to BSN Online Completion Program: [chinojosat@defiance.edu](mailto:chinojosat@defiance.edu). Due within a week of completion of the clinical experience*

Student: \_\_\_\_\_ Preceptor: \_\_\_\_\_

Course:  NR 476 Community Nursing Clinical  NRS 481 Leadership Capstone

Date: \_\_\_\_\_ Semester/Year \_\_\_\_\_

**Directions:** Evaluate the student's functioning according to the following rating scale:

**2=Satisfactory 1=Needs Improvement 0=Unsatisfactory**

## Preceptor Evaluation of student\*

Circle your Response	2	1	0
<b>The student:</b>			
1. Took responsibility for own professional growth e.g. Clinical hours were fulfilled, requirements were completed, was responsible for meeting course requirements (L.O. 1,4,6,8)	2	1	0
2. Worked effectively with preceptor e.g. Was receptive to feedback, worked effectively within the agency (L.O. 3,5)	2	1	0
3. Used problem-solving and decision making skills with the agency e.g. Took initiative in planning, organizing and informing agency of clinical activities to meet course objectives (L.O. 2,7,8)	2	1	0
4. Demonstrated accountability, organizational skills, and critical thinking skills in participating in the implementation of the agency's services to the patient population it serves. e.g. Was knowledgeable concerning agency functions, policies and patient populations (L.O. 1,3,7,8)	2	1	0
5. Utilized communications skills which were effective in building collaboration among other members of the agency and the patient population in the agency services. (L.O. 3,5)	2	1	0
6. Demonstrated a high standard of ethical and professional conduct in relationship to patients, families and agency staff within the organization e.g. Followed all standards set forth by the agency including confidentiality & HIPPA (L.O. 1,3,8)	2	1	0
7. Was respectful of the preceptor's non course responsibilities e.g. was able to initiate own projects, communications were timely (L.O. 2,4,5)	2	1	0
8. Student learning objective #1:	2	1	0
9. Student learning objective #2:	2	1	0

\*A total score of 14-18 is required to pass the clinical experience.

Satisfactory = 18 – 16, Needs Improvement = 15 – 14, Unsatisfactory = 13 – 0

Page 2 of 2 (Preceptor Evaluation of Student Performance)

*Please list any comments/suggestions about the student regarding the clinical component of the course.*

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**Preceptor's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Faculty Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

# Preceptor's Interaction Regarding Faculty

*Please email to the RN to BSN Online Completion Program: [chinojosa@defiance.edu](mailto:chinojosa@defiance.edu) Due within a week of completion of the clinical experience.*

In an effort to improve the RN to BSN program for our students, clinical agencies, and preceptors we welcome any feedback that your feel is valuable in assisting us with this mission.

Defiance College Clinical Instructor's Name \_\_\_\_\_

Survey	Yes	No
1. Did you receive information from the RN to BSN Program in a timely manner prior to the start of the semester?		
2. Did the Clinical Instructor provide his/her contact information to you?		
3. Did the Clinical Instructor provide you with adequate information to facilitate the student in the clinical component of this course?		
4. Did the Clinical Instructor email or call you <u>at least once</u> during your time with the student? Visit you if requested?		
5. Would you recommend being a preceptor to others?		
6. Would you recommend this program to others?		
7. Is the one clinical contact enough to assist you in the role as a preceptor?		
a. If the faculty contact was not enough would you like more or less? Please circle	<b>More</b>	<b>Less</b>

Other comments? \_\_\_\_\_

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

If you would like to be contacted about your comments, please provide a contact number.

Phone: \_\_\_\_\_

Thank you!

# Student Forms and Instructions

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Students are responsible for completing and/or maintaining the following tasks and forms:

**Scheduling of Clinical Instructor Site contacts by telephone or email**

You must schedule one clinical contact during the semester between the preceptor, yourself and your Defiance College Clinical Instructor.

Please adhere as closely to the following timelines for contacts as possible:

- **The first contact must be within the first five or six weeks of the course start date.**
- **If the timeline above does not meet the needs of the preceptor, please contact your Defiance College Clinical Course Instructor via phone or email.**

**Documentation of On-Site Clinical Experience**

This form is to be maintained by the student on a weekly basis. The student is required to have the preceptor sign the form to verify completion of on-site clinical time. The completed document is to be given to your Clinical Course Instructor at the end of the semester via email.

**Documentation of Project Hours Clinical Experience**

This form is to be maintained by the student on a weekly basis. The student is required to have the preceptor sign the form to verify completion of project hours for clinical time. The completed document is to be given to your Clinical Course Instructor at the end of the semester via email

**Student's Assessment of Experience with Preceptor**

This form is to be completed by the student and to be turned in to his/her Clinical Course Instructor at the end of the semester via email.

# Documentation of On-Site Clinical Experience

*Please submit this form to your Defiance College Clinical Course Instructor prior to the end of the semester and email to the RN to BSN Online Completion Program: via email to [chinojosa@defiance.edu](mailto:chinojosa@defiance.edu) Forty hours of clinical experience is needed.*

Student: Fill out information for your preceptor to sign

Preceptor: Your signature verifies the accuracy of the student's information

Student \_\_\_\_\_ Preceptor/Agency \_\_\_\_\_

Course:  NR 476 Community Nursing Clinical  NR 481 Leadership Capstone

Semester \_\_\_\_\_ Year \_\_\_\_\_

Date/hours	Activity (brief description)	Subtotal hours

Student Signature \_\_\_\_\_ Total Hours \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_



# Documentation of Project Hours Clinical Experience

*Please submit this form to your Defiance College Online Clinical Course Instructor prior to the end of the semester and email to the RN to BSN Completion Program: via email to [chinojosa@defiance.edu](mailto:chinojosa@defiance.edu)* Student please fill out information documenting 40 hours of project work.

Student \_\_\_\_\_ Preceptor/Agency \_\_\_\_\_

Course:  NR 476 Community Nursing Clinical  NR 481 Leadership Capstone

Semester \_\_\_\_\_ Year \_\_\_\_\_

Date/hours	Activity (brief description)	Subtotal hours

Student Signature \_\_\_\_\_ Total Hours \_\_\_\_\_ Date \_\_\_\_\_

Clinical Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

# Student's Assessment of Experience with Preceptor

*Please submit this form to your Defiance College Clinical Course Instructor prior to the end of the semester and email to the RN to BSN Online Completion Program: via email to chinajosa@defiance.edu*

Student \_\_\_\_\_

Preceptor \_\_\_\_\_

Course:  NR 476 Community Nursing Clinical     NR 481 Leadership Capstone

Date \_\_\_\_\_ Semester \_\_\_\_\_

Please use the following rating scale when evaluating the statements about your preceptor.

1= Satisfactory 2=Needs Improvement 3= Unsatisfactory

<b>Preceptor as a Role Model</b>			
1. The preceptor met with me at the agreed upon times.	1	2	3
2. The preceptor provided for open communication and trust during my experience.	1	2	3
3. The preceptor was supportive of my efforts.	1	2	3
<b>Preceptor as a Resource</b>			
4. The preceptor assisted me with needed resources.	1	2	3
5. The preceptor provided constructive feedback.	1	2	3
<b>Preceptor as a Designer of Instruction</b>			
6. The preceptor provided me with an adequate orientation to the facility and role.	1	2	3
7. The experiences I participated in were meaningful and met the course and my objectives.	1	2	3
8. My time was optimized wisely when I was with the preceptor.	1	2	3
<b>Preceptor as a Supervisor</b>			
9. My preceptor provided adequate time for evaluation.	1	2	3
10. I would recommend this preceptor experience for other students.	1	2	3

Comments:

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# **Addendum**

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## **ADULT LEARNING STYLES** (Ulrich & Haffer, 2001)

In the 1970s, Malcolm Knowles introduced the concept of andragogy, identifying the general learning processes of adults. The concept is based on five basic principles.

- 1) Adult learning is characterized as problem centered rather than subject centered and by the need for immediate rather than postponed application of knowledge.
  - The learners are interested in solving the problems associated with their assignment (concrete variables directly relating to the individual) rather than integrating abstract subject matter that seems to have no direct bearing on the situation at hand.
  - They are interested in learning things that will help them NOW.
  - Timing of feedback is important.
  - Learning is enhanced if learners are able to apply what they have learned within a short time.
  - The longer the interval between performance and feedback, the less likely it is that feedback will have a positive effect on learning.
  - Ideally, the preceptor should give feedback immediately after the skill has been performed.
  - Feedback should be in terms of the stated learning objectives.
  - Feedback should be descriptive rather than judgmental.

### **Strategies**

- Concentrate on providing learning experiences most meaningful to the learner at the time.
  - Use problem-centered approach to learning, relating usefulness of material to current or anticipated problem.
  - Streamline learning activities presented to those required or relevant to the adult learner in his or her role.
  - Schedule applied learning experiences soon after the learner finishes training, so that he or she can apply recently acquired knowledge.
  - Provide feedback regarding students' behavior rather than their personal characteristics.
  - Provide accurate feedback based on seen or heard observations rather than assumptions or inferences.
  - Use neutral description rather than judgment-laden rhetoric, in your feedback.
  - Feedback should include the amount of information the learner can use, not the amount you would like to give.
  - Feedback should be the basis for sharing ideas and information.
- 2) Adult learning is related to an adult's readiness to learn, which is associated with life stage and life tasks.

- A student's learning is enhanced if teaching strategies include acknowledgment of his or her life stage and life objectives, as well as goals.
- Students' readiness to learn is determined by their developmental state and resultant tasks to be accomplished.
- Differences in maturation, tasks they have already accomplished, and cognitive capacity influence both what is learned and the rate of learning.
- Learning needs often become secondary to the preceptee's responsibility to family, job, and community.
- Because adult learners see themselves as achievers, they want to be treated with respect. They avoid situations over which they have little control. They do not want to be told what they can and cannot do, be talked down to, or be pre-judged.
- Adult learners learn best in an environment that does not threaten their self-concept and self-esteem.

### **Strategies**

- Attempt to integrate new concepts and ideas with your preceptee's established beliefs, values, and attitudes.
- Expose your student to information in sequencing chunks, rather than bombarding him or her with large amounts of information.
- Be sensitive to the fact that your student's concurrent responsibilities may affect learning readiness and the quality of his or her participation in learning activities.
- Avoid speaking to the adult learner in an authoritarian manner.

### **3) Adults have accumulated past experiences that serve as resources for learning.**

- Learners who have had past experiences with a certain system or with populations of health care consumers often seek additional experiences associated with that system or group.
- This gives them a wealth of experiences from which to draw and a framework on which to build.

**Strategies**

- Learners who have had past experiences with a certain system or with populations of health care consumers often seek additional experiences associated with that system or group.
- This gives them a wealth of experiences from which to draw and a framework on which to build.
- Try to determine the background knowledge, skills and experiences of your student; recognize your student's previous abilities and build on them.
- Relate current learning to your student's past experiences, as appropriate, and project current learning into its future applications.
- Share your own work experiences that might enhance your student's learning experience.

4) Adults become increasingly independent and self-directed as they age.

- Because of past experiences, adult learners' problem solve and demonstrate critical thinking strategies before seeking assistance. The learning process is an active process.
- Sometimes students are resentful and resistant when they are not allowed to set their own direction and be actively involved in their own learning.

**Strategies**

- Involve your student in all phases of the learning process including a collaborative identification of learning needs and development of learning objectives.
- Respect differences in the student's values, beliefs and interpretations.

5) Adult learners are more often motivated by internal needs than by external pressures.

- The teaching role is not one of initiating and motivating the learning process, but rather one of removing or reducing obstacles to learning and enhancing the process after it has begun.
- You need to let the student learn at their own pace, reduce anything perceived as a threat in the learning environment, and help the student focus on learning instead of obligations.

**Strategies**

- Promote your student's feelings of adequacy, competency, and security through positive reinforcement.
- Provide a safe, open, non-authoritarian atmosphere.
- Minimize environmental or social variables that restrict learning opportunities. Modify the physical environment to reduce distractions.

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**Facilitating Learning:** Preceptors facilitate learning by using a variety of teaching methods that meet the various learning styles of students by incorporating the following strategies.

Try to use as many of these as possible when teaching your student:

**1. Proceed from the simple to the complex.**

- Begin with the simplest procedures.
- Build on the known to reach the unknown.
- Use terms and examples that are familiar to your student.

**2. Incorporate planned sequences of learning.**

- Build on known skills and progress in a step-by-step sequence toward goal.
- Teach tasks in small chunks that are easy to cognitively process.
- Use the natural breaks or pauses in job sequence to help identify "chunks" or stages for teaching. Each chunk becomes a unit or section of training.

**3. Strive for immediate application of new knowledge, then build on success.**

- Use new knowledge immediately.
- Positive reinforcement promotes feelings of success and stimulates student motivation for further learning.

**4. Engage in one-to-one activities with your student.**

- Informally teach your student, demonstrating skills and using dialogue.
- Simultaneously assess his or her level of understanding of the process.
- Use the one-to-one relationship for role modeling as your student observes your behavioral responses.

**5. Use informal teaching sessions with conferencing and dialogue.**

- Theoretical constructs and skills practice can be reviewed away from the intense work setting.
- Allow for information processing in a safe environment.

**6. Allow for practice.**

- Perform the skill in its entirety, first at normal speed and then more slowly.
- Talk your way through the skill, and invite the student to ask questions.
- Repeat the demonstration, letting the student copy what you are doing.
- Finally, let the student perform the task without any assistance.

**7. Validate that learning has occurred**

- Allow the student to demonstrate the newly acquired skill.
- Ask simple questions to determine student's recall of pertinent information.
- Be sure the student has mastered the skill and is prepared to build on the simple in order to move to the complex.

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## **A word about coaching**

The role of the preceptor includes coaching as well as teaching. Using the five-step coaching process, you can effectively guide your preceptor toward achieving specified learning goals.

### **Step 1: Clarify the work activities**

At the beginning of the shift, collaborate with the student to define unpredictable work activities and plan a time line indicating how, when, and by whom each activity is to be done.

### **Step 2: Review progress and potential or real problems**

Take 5 minutes at the end of each shift (and PRN) to analyze the progress towards goal attainment. The dialogue should be mutually determined. Offer positive and critical feedback using neutral communication.

### **Step 3: Set priorities**

Collaborate with the student to prioritize problems, working at meeting the challenges of the most important ones first.

### **Step 4: Set objectives for goal attainment**

Mutually define a specific goal for the student to work on and develop interventions for attaining the goal. Include time frames and deadline dates.

### **Step 5: Review and evaluate the results**

Together, review the student's accomplishments.

All information in this handout was taken directly from:  
Ulrich, S. & Haffer, A. (2001). Preceptor: A Nurse's Guide to Mentoring (CD ROM).  
Philadelphia, PA: F.A. Davis Company.



## Directory

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**M-Th: 8 am until 9 pm, Fri: 8 am until 4:30 pm**

**Sun: 5-9 pm**

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