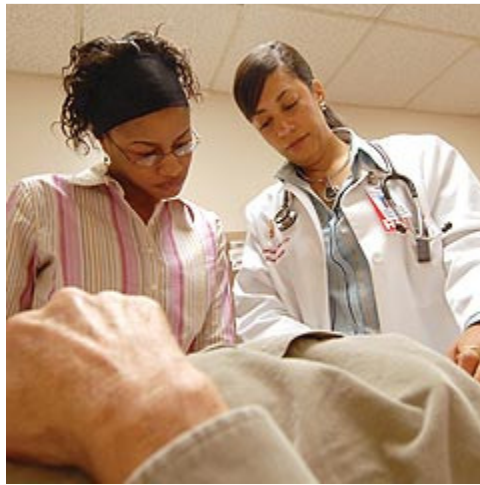


SUNY Canton

RN-BS Preceptorship

Manual



2017-2018

The information provided in this handbook will explain what it means to be an SUNY Canton preceptor. The information contained here is in compliance with SUNY Canton and the Nursing Department academic policies and procedures.

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Welcome

The faculty of the Nursing Department would like to extend our warmest appreciation to each of you who have agreed to serve as a clinical preceptor for our students from SUNY Canton hereafter referred to as Nursing. Willingness to mentor these students is one of the highest forms of professionalism. In this role, you become the facilitator, educator, expert and role for the students' experience in a clinical setting. Our students benefit from your knowledge, expertise, confidence, dedication and leadership skills.

It is our desire to make this endeavor personally and professionally growth-producing, and a joyful endeavor for all participants. Your willingness in the role of a preceptor enhances the learning experiences of our students, which makes our program stronger. Without you, the students would be missing valuable learning experiences. The course faculty look forward to working with you in the partnership. We have developed this Preceptorship Manual to assist you in your role. If at any time you have a question, do not hesitate to contact the course faculty member.

Wishing you a wonderful SUNY Canton experience.

SUNY Canton RN-BS Faculty

SUNY Canton's Nursing Department

Mission

The mission of SUNY Canton is to provide a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally. The School of Science, Health and Criminal Justices' mission statement identifies that the college will educate culturally diverse students in a supportive, technology-enhanced learning environment in associate and baccalaureate programs that are responsive to related community and national needs. The SUNY Canton's Nursing Department mission is to provide a high-quality education that includes the knowledge and skills required for entry-level nursing practice (Practical Nurse Certificate and Associate in Applied Science in Nursing), or a broader understanding of professional nursing practice and the foundation for graduate study in nursing (RN to BS). This education is delivered in a safe and supportive environment that promotes learning and fosters academic, personal and professional growth.

Overview

The nursing department has a distinctly separate Associate in Science (RN) degree program, since 1966 and a distinctly separate Practical Nursing (LPN) program, since 2009, as well as the RN-BS program. SUNY Canton Department of Nursing Authority and Certification operates under the legal authority of, and is fully registered with the New York State Education Department of Higher Education. The AAS program is fully accredited by the ACEN, and the RN-BS program received ACEN Accreditation August 1, 2014.

Conceptual Framework

The SUNY Canton Nursing Department utilizes a transformative framework as a foundation for the development of the nursing curricula. The transformative model promotes students' acquisition of new knowledge and enhances the development of clinical reasoning skills through the assessment, analysis, and evaluation of evidence-based information, critical reflection and discourse, collaborative inquiry, and active questioning of beliefs, values, and assumptions. The nurse educator's role is to guide, direct, and evaluate the learning process, facilitate role transition, foster higher level thinking, and model as a life-long learner and member of the nursing profession. Faculty members are actively involved in continuous assessment activities each step of the way. The curricular threads based on our organizing framework include self-reflection, active learning, and interactive group learning.

Organizing Framework

The SUNY Canton nursing department curricula incorporates the NLN standards and QSEN core competencies into the RN to BS curriculum. The four core competencies used to establish the SUNY Canton Department of Nursing programs education outcomes are:

1. Human Flourishing and Patient - Centered Care
2. Nursing Judgment, Safety and Informatics
3. Professional Identity, Teamwork and Collaboration
4. Spirit of Inquiry, Evidence-based Practice and Quality Improvement

The SUNY Canton RN-BS Nursing program outcomes define the competencies necessary for safe and effective contemporary nursing practice across the lifespan.

RN-BS Program Student Learning Outcomes
<ul style="list-style-type: none">• Demonstrate critical thinking and decision making that utilizes the nursing process and evidence-based practice in the delivery of care to culturally diverse individuals, families, groups, and community.• Synthesize knowledge from the liberal arts and nursing to promote the health and well-being of culturally diverse individuals, families, groups, and communities.• Utilize nursing theory/conceptual frameworks, nursing research, and evidence-based practice in addressing the nursing care needs of culturally diverse individuals, families, groups and communities.
<ul style="list-style-type: none">• Integrate legal and ethical concepts with the leadership role to advance and promote the health and well-being of culturally diverse individuals, families, groups, and communities.• Participation as nurse leaders on interdisciplinary care teams to influence positive social change and health care policy.
<ul style="list-style-type: none">• Incorporate leadership theory to the nurse manage role in the collaboration, coordination, and provision of nursing care in health care settings.• Apply knowledge from nursing, humanities, biological, and social sciences to plan, implement, and evaluate care for sick and well individuals, families, groups, and communities.
<ul style="list-style-type: none">• Planning and implementing educational activities that empower individuals, families, group, and communities to manage their health care at the local, national, and global level.• Collaborate with health care colleagues to promote holistic health care for individuals, families, groups, and communities.

Preceptorship Courses

The RN-BS program is composed of didactic courses and practice-based or preceptorship courses (Appendix A). Each course is comprised of specific learning outcomes, activities, and evaluation measures. The didactic content presents the nursing knowledge, theoretical concepts, models, and research that inform client care and evidence-based practice. The preceptorship experience provides opportunities for students to apply knowledge; practice skills; plan, implement and evaluate interventions and programs; and learn the full scope of the role for which they are preparing. In these courses, the faculty works together with individual students and their preceptors to define individual learning needs, establish learning goals, design learning activities, and evaluate the learning outcomes. The Nursing Department maintains affiliations

with a wide variety of healthcare agencies. The sites for clinical vary according to the course requirements, and may include hospitals, home health agencies, public health departments, specialty clinics or facilities, long term care facilities, schools and other community-based programs. The course faculty member approves the preceptors and the sites.

Clinical Learning Process

The student develops a Preceptorship MOU together with the instructor and the preceptor. Part of this process involves the student identifying her or his own goals and learning needs, as well as preferred learning style. The student combines the required course goals and competencies with personal goals to develop an individualized educational experience. The student then collaborates with the instructor and preceptor to select and design the learning activities that will lead to achievement of goals and outcomes.

The student conducts a self-assessment to evaluate the achievement of goals in reflective journals. This includes a description of what was or was not accomplished as planned, and the student’s satisfaction with what was achieved, strengths and weaknesses, and other areas. (Refer to Appendix D Reflective Journaling).

At the conclusion of the clinical experience, the preceptor completes a written performance evaluation that is returned to the course instructor (Appendices E and F). Students also evaluate the preceptor experience using the standard evaluation forms (Appendix G).

Learning Activities

Learning activities must fit with the course outcomes, the student’s goals, the agency’s clinical resources and opportunities, and the specific role that the student is studying. The instructor and preceptor must approve the student learning activities that take place during clinical performance hours. Some examples of acceptable and unacceptable activities for clinical performance hours are noted in the table below. The student should clarify with the instructor desired learning activities, whenever necessary. Please note that these are general examples of acceptable and unacceptable Clinical Preceptorship Learning Activities. Other activities may be counted as clinical hours for specific courses. Refer to the course syllabus and faculty for specific instructions.

Examples of Appropriate Clinical Activities	Examples of Unacceptable Clinical Activities
Orientation to the unit or agency, policies, procedures, and patient population	Library and research time spent in preparation for the clinical experience
Preparation for patient/family contact at the agency, at off-site clinics, or in home visits	Writing reports and papers, or other course assignments
Actual time spent at the agency or home visits in interaction with patients and families	Travel to and from the clinical site, or class meetings

Records review and patient care and clinical interventions	Lunch or coffee breaks
Documentation of care-related activities, reflective journaling, accessing online data bases to collect information related to evidence-based practices,	Preparation time for class meetings or online discussions
Implementation and evaluation of clinical plans. Conference calls with preceptor and faculty, library research in preparation for meetings or during the clinical experience to reflect upon evidence-based information.	Reviewing media or doing assigned readings
Gathering data about the community, agency, client assessment, or collaborating with other health professionals on issues related to patient care, community health, and healthcare services delivery	Time for which a student receives monetary compensation

Confidentiality, Ethics and Professional Behavior

Confidentiality is of paramount importance to protect the privacy of patients, families, staff and agencies. Students must adhere to agency policies regarding protection of patient privacy. When students are given access to patients' records and reports, these must be treated as confidential. HIPAA regulations must be followed and no personal identifying information such as names, initials, birthdates or dates of service may be recorded and removed from the agency.

Students must practice in clinical courses according to the ANA's Code for Nurses with Interpretive Statements (2010). The Code states the ethical ideals for which nurses should be accountable, including but not limited to: fully respecting patients, safeguarding patients' right to privacy, advocating for safe, ethical and legal care, and maintaining their own clinical competence. Students are expected to present themselves as professional nurses in the practice settings at all times. They are required to dress in a manner that is appropriate to the practice setting. They must assume responsibility for their actions and be accountable for their behavior. They should take safety precautions to protect themselves and their patients. A SUNY Canton identification card, available from the Student Affairs, is to be placed in a badge holder and used as the official name pin.

Standards of academic integrity must be followed at all times and are detailed in the Academic Catalog and RN-BS Student Handbook. Disciplinary actions will be taken against students who do not abide by these standards.

Roles and Responsibilities

Director, Department of Nursing: The Director of the Nursing Department administers the nursing programs. The Director is responsible for scheduling courses and assuring affiliation

agreements between the clinical facility and SUNY Canton are current prior to the students' clinical experience. Together with the course faculty, the Director implements and interprets policies and procedures pertaining to the clinical learning component of the program.

Course Faculty: Faculty guide and facilitate the learning process and evaluate students according to the course outcomes and student performance of the learning activities for a particular course. Faculty members communicate directly with students and preceptors to collaboratively establish the student's learning contract and evaluate the student's performance. Faculty members collaborate with the Director to evaluate the clinical learning experience using the approved tools. In addition, they

- a. Coordinate preceptorship MOU agreements and preceptor selection.
- b. Develop course specific expectations for preceptors and students as appropriate to the preceptor experience.
- c. Be responsible for the overall teaching and evaluation of students.
- d. Conduct an orientation for the students to the preceptor experience.
- e. Serve as the clinical liaison between the college and the clinical facilities by:
 1. Seeking regular feedback from the student and the agency/preceptor on progress and developments.
 2. Providing regular feedback to student and agency/preceptor on progress and development.
 3. Being available for questions, problem identification and resolution
 4. Contacts student(s) and preceptors via phone, audio-conference, Blackboard Collaborate, or email, to review student progress in meeting clinical objectives and to evaluate clinical documentation as identified in the course syllabus.
- a. Utilize student evaluation tools (based on course objectives and end of program competencies) for use by the preceptor in evaluating the student.
- b. Orient the preceptor to use of the student evaluation tool and to expectations regarding student and preceptor performance.
- c. Guide the student in developing individual goals for the preceptor experience which are noted in the reflective journals.
- d. Evaluate student performance based on data gathered from preceptors, observations, and student work.
- e. Assist students and preceptors with completion of preceptorship summation forms.
- f. Determine if clinical performance is satisfactory based upon student written assignments, faculty observations, and preceptor feedback.
- g. Assure completion of preceptor and clinical agency evaluations of students.
- h. Validate prior to allowing student into the clinical area that all items on the clinical checklist and any other items as required by agency are current. (See Appendix B for current clinical checklist.)

- i. In the extremely rare event that potential issues arise related to professional misconduct or possible chemical impairment, SUNY Canton's course faculty member will deal with the situation immediately when informed by the preceptor.
- j. Evaluate adequacy of the clinical site and clinical experience.

Students: The student is an adult learner, who bears the responsibility for learning and for completing all assignments on time and in accordance with ethical standards and published guidelines. Students are required to secure their own practicum placements and preceptors in quality health care agencies or practices approved by the course instructor. Preceptors and agencies are selected based upon their best fit with the course objectives and practicum focus for each course. Students must submit all required practicum documents prior to beginning any experiences with an agency or preceptor. In addition, students:

- a. Select a clinical agency and preceptor. (Appendices C & D).
- b. Maintain accountability for his/her learning activities.
- c. Develop clinical objectives in reflective journal.
- d. Be accountable for nursing actions while in the clinical setting.
- e. Participate in approved clinical experiences for the required number of hours for each specific course.
- f. Demonstrate effective and appropriate oral and written communication skills with facility staff, preceptors and faculty as evidenced by appropriate documentation in clinical logs, and other course specific documentation using the required system.
- g. Contact preceptor and clinical instructor as required for meeting course objectives.
- h. Evaluate personal and professional achievement of objectives.
- i. Maintain a positive relationship with the clinical preceptor.
- j. Work within the policies of the agency regarding dress code.
- k. Submit all clinical compliance documents required by SUNY Canton and agency affiliation agreements by the posted deadline (See Appendix B: Are You Ready for Clinical?)
- l. Keep track of all time spent during preceptorship experiences using the reflective journal. (Appendix D).
- m. Share learning experiences in rounds, clinical reflections in discussion board activities, case studies, and power-point presentations.
- n. Keep all patient and agency information obtained during clinical experiences confidential
- o. Complete all required course assignments.
- p. Complete written self-evaluation(s) as outlined in the clinical course.
- q. Abide by all applicable rules of conduct and the academic guidelines that are included in the SUNY academic Catalog and Nursing Program materials and maintain current documentations of all items on the clinical checklist.
- r. Provide a copy to the preceptor of draft written learning contract/goals during the 1st meeting with the preceptor. Negotiate elements of the contract in good faith.

- aa. During 1st meeting with preceptor, provide Preceptorship MOU to the preceptor, including student's email, for use in event of need to change clinical hours or plans with preceptor.
- bb. Complete any required agency orientation.
- cc. Participate in the identification of own learning needs and in the planning and implementation of learning experiences which is included in the reflective journals.
- dd. Demonstrate self-direction by actively seeking learning experiences and being prepared to accomplish the learning objectives for the experience.
- ee. Accept and act in accordance with the direction provided by the preceptor.
- ff. Clarify assignments and required activities with the course faculty and preceptor as needed.
- gg. In the event of illness or emergency, notify the preceptor.
- hh. Abide by the ethical guidelines and codes of ANA, SUNY Canton, and the agency.
- ii. Serve as a client advocate and maintain confidentiality.
- jj. Complete a preceptor evaluation and submit it to faculty at the end of the clinical experience.
- kk. Maintain complete personal records of ALL DOCUMENTS submitted as part of the clinical checklist materials.
- ll. Participate in ongoing evaluation of progress with the preceptor, and course faculty member.
- mm. Participate in ongoing evaluation of the program (Appendix G).

The Agency:

- a. Retain responsibility for the nursing care of patients.
- b. Retain responsibility for the preceptor's salary, benefits, and liability.

The Preceptor: Preceptors serve as role models, mentors and/or direct supervisors of students in the clinical area. Responsibilities include:

- a. Email or fax the completed Preceptorship MOU, copy of preceptor's license, active registration, and proof of advanced degree to the student who will upload it into the week 5 assignment area in the clinical course. (See Appendix C: Preceptorship MOU).
- b. Complete preceptorship orientation to the SUNY Canton Nursing Program curriculum and clinical course.
- c. Clarify expectations with and communicate concerns to the faculty as needed.
- d. Set goals with the student in collaboration with the faculty and curriculum.
- e. Review and revise with the learner, her or his written learning contract/goals.
- f. Assist learner with agency orientation, scheduling, and opportunities for completing clinical objectives within the agency, and provide opportunities for student integration into the clinical agency.

- g. Meet weekly (or other designated time frame) with the learner in order to clarify questions, goals, expectations, and progress and participate in identification of learning needs of the nursing student and coordinate learning experiences within the agency.
- h. Monitor the progress of the student in meeting clinical objectives and facilitate the student's professional socialization into the new role and with a new staff.
- i. Assure clinical skills, performed by the student, are performed according to agency policies and standards of practice.
- j. Communicate verbally and in writing with the student and collaborate with the Course faculty regarding student performance.
 1. Provide the student/course faculty with feedback on student's progress, based on preceptor's observation of clinical performance, assessment of achievement of clinical competencies.
 2. Complete written documentation of student progress in meeting objectives at the end of the semester using clinical evaluation forms.
 3. Provide feedback to the nursing program regarding clinical activities for students and suggestions for curriculum/program development.
 4. Keep the faculty informed of student performances when needed or if any problems occur.
- k. Participate in the evaluation of the preceptor program. (Appendix F).
- l. Nursing faculty members maintain the responsibility for final evaluation of the student; however, preceptors will provide evaluative information regarding student performances in the clinical area (Appendix E).

Student Preparation for the Preceptorship Program

Preparation: Advance planning is necessary to ensure a smooth entry into a preceptorship. Prior to entering a preceptorship, the student must satisfy all prerequisites, assemble important documents for verification and draft a learning contract. The prerequisites for each course are listed in the academic catalog and in the course syllabi.

Please see the table below for the number of hours to be spent in clinical with a preceptor for the AAS and the RN-BS nursing programs.

Course	Preceptorship Hours	Activities
NURS 303: Health Assessment	45	Physical Assessments
NURS 400 Nursing Leadership	45	Organizational Analysis
Total	90 hours	

Required Documents:

Students must produce evidence of these important documents for each preceptorship course.

- **Current CPR**
 - Acceptable CPR certification includes the American Heart Association Healthcare Provider BLS for Adults, Infant, and Child or the American Red Cross Basic Life Support for the Professional Rescuer.
- **Health Requirements**
 - Have a physical examination completed by your health care provider. The required form is available at: http://www.canton.edu/health_center/forms/health_history.pdf
 - Proof of immunity to Measles (Rubeola) – Must document two doses of live measles vaccine. The first dose must be administered no more than 4 days prior to the first birthday. The second dose at least 28 days after the 1st dose. A measles (rubeola) titer showing immunity is also acceptable proof.
 - Proof of immunity to Mumps – Must have documentation of two dose of live mumps vaccine administered no more than 4 days prior to the first birthday. A mumps titer showing immunity is also acceptable proof.
 - Proof of immunity to Rubella (German measles) – Must document one dose of live rubella vaccine administered no more than 4 days prior to the first birthday. A rubella titer showing immunity is also acceptable proof.
 - Proof of immunity to Varicella (chickenpox) – Must document two doses of varicella vaccine or a varicella titer showing proof of immunity. Stated history or even documentation by a medical provider of a history of varicella will not be acceptable proof of immunity.
 - Proof of Tetanus and Pertussis vaccination within 10 years. (i.e. Tdap, DTaP)
 - Hepatitis B vaccine series is strongly recommended, but not required.
 - Tuberculin Skin Test (PPD Mantoux) – This is not a vaccine but a test to determine previous exposure to tuberculosis. Two doses of PPD Mantoux testing given at least one week apart is required. The most recent PPD must be current and cover the entire academic year. For example, the most recent PPD must be on or after May 1st for the fall semester.
 - Proof of annual influenza vaccination by Week 5 of the semester of each year.

All students, regardless of academic goal or geographic area, must obtain this documentation prior to beginning a clinical course and submit this information to the clinical setting by week 5 of the semester. No student will be allowed to participate in a clinical course without current required documents. Failure to complete the above requirements will result in administrative withdrawal from the clinical course.

The RN-BS program utilizes preceptors for the clinical courses: Nursing 303 Health Assessment, Nursing 400: Nursing Leadership. The table below states the preceptor's roles and qualifications, faculty roles, and the clinical agency requirements. The credentials for the clinical mentors vary by course: NURS 303 is a Master of Science degree in nursing or a Nurse Practitioner, NURS 400 is a minimum of a Bachelor of Science degree in nursing is a minimum of a Bachelor of

Science degree in nursing. The faculty member leading the clinical course is responsible for verifying the clinical mentor credentials.

Course # clinical hours	Role	Faculty Role	Preceptor Credentials	Clinical Setting
NURS 303 Health Assessment 45 hours	Preceptor uses a checklist to check satisfactory or unsatisfactory of skills.	Faculty member reviews and grades the documentation of the assessment. When documentation of the skills is incomplete, the faculty member emails or phones the clinical mentor.	Master's Degree in nursing	Broad variety of health care settings
NURS 400 Nursing Management and Leadership 45 hours	Preceptor directs students to the appropriate individuals in the agency so they can collect data for the organizational analysis.	Faculty responsible for grading the clinical project, the reflective journals, and the reflective essays. Measurements are: Participation in online discussion forums. Reflective journaling. Focused Health care system evaluation. Case scenario analysis.	RN with at least a BS degree	An acute care setting, a long-term care setting, a community health agency, or an educational arena.

Clinical Site Affiliation Contracts

Prior to beginning the preceptorship, students must have an MOU in place and in some cases, an agency affiliation agreement (contract) in place. The following outlines the procedure for you to follow in order to meet this requirement.

1. Within the first two weeks of the course, you should have an idea of where you may wish to complete your preceptorship and make initial contact with the appropriate staff at that facility.
2. All preceptorships require completion of an MOU (see Appendix C). This form should be completed and submitted to Week 5 Assignment Area in the BLACKBOARD course shell by student.
3. In some cases, the agency which you may wish to complete your preceptorship at, may also require a clinical affiliation agreement. The clinical contract **is not** the same thing as an MOU. As a college that is part of the State University of New York (SUNY), we are required to use the SUNY approved contract.
4. If the agency requires a clinical contract, you should email the course instructor as soon as possible.
5. Please note that after the agency completes its portion of the clinical affiliation agreement (contract), you may not begin the experience until it has been reviewed and signed by the appropriate personnel.
6. Initiation and processing of the clinical contract may take **several weeks**. If an agency wishes to alter language in the affiliation agreement (contract), this may delay the process even further as the SUNY legal department will need to review and approve any changes to the original contract.
7. If the agency you wish to complete your preceptorship requires an affiliation agreement (contract), you may wish to consider another agency as this could result in a delay in your ability to complete the requirements for the course.
8. Remember, you may not begin the preceptorship experience associated with your course until you have received approval from the faculty member.

General Information for the Student

1. Prior to the preceptor clinical experience, the preceptor has been oriented to the preceptor role and the clinical course via the Preceptorship Manual in the week 1 folder. The preceptor has signed a statement acknowledging understanding of their orientation on the MOU.
2. It is your responsibility to arrange an initial meeting with your preceptor. This conference will assist you in determining which learning experiences, available at the agency, might be useful in constructing your learning contract. The learning contract approved by your instructor and preceptor will help guide your experience. Remember, you must consult with your instructor in formulating your contract.
3. You will need to meet several times with your preceptor to discuss progress toward completing your learning contract as stated in the reflective journals. Either you or your preceptor can initiate these conferences.

4. Your preceptor will assess your progress at the end of the course and provide written feedback to your instructor (refer to appendix E). The preceptor is encouraged to share her or his findings with you. You are to provide your preceptor with a stamped envelope addressed to your instructor, a FAX number, or an e-mail address for submission of your final evaluation.
5. Your instructor will schedule conferences with you as necessary to evaluate attainment of course outcomes. You may also initiate these conferences, which may take place in person, by phone, email or the web-based course.
6. The number of hours you spend each week with your preceptor is arranged mutually and may be flexible. However, you must complete a minimum number of hours of learning activities for each clinical course as specified in the syllabus. The number of hours is determined by the number of credits allocated to the clinical portion of the course. The time you spend meeting course requirements cannot be paid time as an employee.

You are expected to present yourself as a professional nurse at all times when in the clinical setting. Students dress in attire that is appropriate to the specific agency or clinical site. Students assume responsibility and accountability for their actions and behavior. They also strive to protect their patients, selves and other healthcare workers. A SUNY Canton identification card, available from the College Association Office, is to be placed in a badge holder and used as the form of identification whenever in clinical. A photo can be taken in the office and you can have your ID card in minutes. Office Hours are 8:00 am - 4:30 pm Monday through Friday. ID cards cannot be mailed unless you are an online nursing student. Online nursing students only, may acquire a SUNY Canton ID by sending an attached photo in jpg format to www.get.cbord.com , and send an email to Bette Orologio at orologiojob@canton.edu from their Canton email that includes their Student ID number and address on file with the school and mention they are an online nursing student. Please be sure to include your name and address to where it should be mailed. This address should match your current address on UCANWEB. Please be sure to explain that you are a nursing student, and that it is mandatory for you to have an ID card for clinical purposes. Questions regarding obtaining an ID card, call (315)386-7210.

Attendance at Clinical Experiences

For practicum assignments, students are to negotiate acceptable hours with the preceptor. Scheduled hours must be approved by the course faculty member prior to beginning the practicum experience. Students are expected to treat the agreed upon clinical hours as they would a contract. If the student is to be absent for a scheduled clinical day, the preceptor should be notified prior to the beginning of the clinical day. The student and preceptor should negotiate the procedure for notification in case of absence prior to starting clinical practicum. Make-up hours are negotiated as soon as possible. Students also must contact the faculty member promptly. Students keep a record of completed clinical hours and should have the preceptor sign verifying

time spent. Specific intervals required are set by each course. If the student is not attending clinical as scheduled, the faculty member should be notified promptly.

General Information about Being a Preceptor

Thank you for agreeing to be a preceptor! In serving as a preceptor to a student from SUNY Canton RN-BS program, you have the unique opportunity to have a profound influence on the future of nursing and nurses. Your knowledge, skills and attitude provide an important component to the developing competency of the professional student nurse under your guidance.

What is a Preceptor?

A registered nurse preceptor is an expert or a specialist who gives practical experience and training to a nursing student. Preceptors assist students in bridging the gap between academia and “the real world” of nursing practice. Preceptors do not replace faculty members, but work closely with faculty members in facilitating student success.

What is a Preceptor Experience?

Being a preceptor means establishing a one-to-one relationship between an expert in the practice area and a student for an intense time-limited clinical experience (Luhanga, Billay, Grundy, Myrick & Yonge, 2010). The most important characteristic of a preceptor is the willingness to share knowledge and skills, and to allow someone to experience nursing through the eyes and mind of the preceptor. The preceptor challenges, guides, directs and supports the student. Fundamental to the process is the preceptor’s willingness to share professional values, beliefs and skills while incorporating professional standards of practice.

Preceptor Qualifications for Baccalaureate Nursing Education

Preceptors are employees of an agency which has an affiliation contract or a memorandum of understanding with SUNY Canton.

Preceptor requirements include:

- a. Current unencumbered nursing license with a minimum of one year nursing experience;
- b. Prepared at the baccalaureate level or higher in nursing (Altmann, 2006);
- c. A minimum of one year of experience in the role ((Altmann, 2006; Hyrkäs & Shoemaker, 2007)
- d. Has completed a preceptor training course and/or is recommended by the manager; and
- e. Demonstrates a desire to be a preceptor and a willingness to supervise and teach students (Hyrkäs & Shoemaker, 2007)

- f. Additional requirements to consider include:
- g. Possess current clinical knowledge, experience and expertise with good clinical judgment (Walker & Grosjean, 2010; Zilembo & Monterosso, 2008)
- h. Is a positive role model, honest, kind, professional, approachable, available and has a sense of humor (Walker & Grosjean, 2010; Zilembo & Monterosso, 2008)
- i. Able to evaluate objectively and provide fair and honest feedback with good communication skills and listening skills (Walker & Grosjean, 2010; Zilembo & Monterosso, 2008)
- j. Respectful of students' experiences and opinions, friendly (Walker & Grosjean, 2010; Zilembo & Monterosso, 2008)

Note: Preceptors cannot be a personal friend, peer or relative of the student.

Benefits of being a Preceptor

- a. Opportunity to help students apply their knowledge in a 'real-world' practice setting (DeWolfe, Lashinger & Perkin, 2010; Hyrkäs & Shoemaker, 2007)
- b. Contributing to the future of nursing (DeWolfe, Lashinger & Perkin, 2010; Hyrkäs & Shoemaker, 2007)
- c. Keeps you current, up-to-date, and stimulated in your profession (DeWolfe, Lashinger & Perkin, 2010; Hyrkäs & Shoemaker, 2007)
- d. To hear students say the experience was beneficial and their objectives were met (DeWolfe, Lashinger & Perkin, 2010)
- e. Personal satisfaction and professional growth (Kelly, 2011; Hyrkäs & Shoemaker, 2007)
- f. Supports recruitment and retention within the organization (DeCicco, 2008)
- g. Provides career building opportunities that can lead to advancement within the organization (DeCicco, 2008; Hyrkäs & Shoemaker, 2007)

Characteristics of a Good Preceptor (Consensus of 102 nursing preceptors by DeWolfe, Lashinger & Perkin, 2010)

- a. Ways to help students learn
 - i. Working with students to set realistic goals for learning
 - ii. Pacing learning experiences
 - iii. Fostering development of critical thinking and problem-solving skills
 - iv. Helping students organize and prioritize work
 - v. Helping students see the 'big picture' instead of focusing on tasks
 - vi. Applying principles of adult learning and adult learning styles
 - vii. Knowing students' goals and objectives early in the experience
- b. Course requirements
 - i. Knowing overall time frame of the experience

- ii. Having a clear understanding of course objectives
 - iii. Evaluation
 - iv. Evaluating whether students meet course objectives (passing or failing)
 - v. Providing constructive feedback to students
 - vi. Deciding what evidence to write on the evaluation form
 - vii. Deciding what notes to track student performance and progress
 - viii. Having a clear understanding of the evaluation form and expectations for completing the form
- c. How to interact with students
- i. How to resolve conflicts with students
 - ii.** How to elicit feedback from students

Appendix A: Course Descriptions

RN-BS Nursing Courses	Credits	Catalog Description
<p>NURS 300: CONCEPTUAL FRAMEWORKS IN NURSING</p>	<p>3 credits (3 hours of lecture weekly)</p>	<p>This course is designed to promote the acquisition of knowledge related to the historical development and evolution of nursing theory and its interrelationship to research and professional nursing practice. The course includes critical thinking activities used to conceptualize, apply, analyze, and synthesize knowledge related to specific nursing theories and their importance in nursing education, practice, and research. A capstone project will be used to incorporate the students' knowledge of nursing theory, nursing theorists, and to demonstrate an understanding of the relevance of theory to practice.</p>
<p>NURS 302: LEGAL AND ETHICAL ISSUES IN HEALTH CARE</p>	<p>3 credits (3 hours of lecture weekly)</p>	<p>The student will examine the legal and ethical issues related to health care as they impact the health services and health care decision making. A variety of commonly experienced legal situations and ethical dilemmas will be discussed, including professional liability, patients' rights, abortion, AIDS care, informed consent, organ transplantation, health care delivery and resource allocation and issues related to death and dying.</p>
<p>NURS 303: HEALTH ASSESSMENT IN NURSING</p> <p>Course includes 45 hours of precepted clinical</p>	<p>4 credits (3 hours of lecture and 3 hours of clinical per week)</p>	<p>This course provides the student with knowledge and skills basic to health assessment in nursing. The course emphasizes critical thinking skills required for accurate collection and analysis of client health information and provides opportunities for enhancement of physical assessment skills. Students are responsible for finding a qualified preceptor (with the approval of the course instructor) in order to successfully complete the clinical portion of this course.</p>

RN-BS Nursing Courses	Credits	Catalog Description
NURS 304: HEALTH PROMOTION and RESTORATION	3 credits (3 hours of lecture weekly)	This course provides the student with knowledge of the major individual and community models and theories that guide health-promotion interventions across the life span. This course presents information that enhances the students' ability to provide holistic health promotion and preventive care. The planning, implementing and evaluating of health promotion, prevention, and restoration activities for individuals, families, and communities is stressed. Case scenarios, discussion board forums, and reflective activities are integrated in the course to provide opportunities for the student to apply evidence-based health promotion strategies in diverse settings.
NURS/DHYG 370: RESEARCH METHODS IN THE HEALTH SCIENCES	3 credits (3 hours of lecture weekly)	This course provides an intense comprehensive study of the scientific research process utilized in the social and health sciences. Students will be trained to be critical consumers of published research and will be expected to complete a research project. Topics that will be covered include the underlying theory of research; critically evaluating research; measurement; sampling techniques, establishing causation, surveys, qualitative approaches, field research, and data management and presentation.
NURS 400: NURSING MANAGEMENT and LEADERSHIP Course includes 45 hours of precepted clinical	3 credits (3 hours lecture weekly, 45 hours clinical experience)	This course introduces the student to the conceptual basis for the application of leadership and management principles. The student gains a better understanding of the application of these principles in the management and coordination of health care delivery systems. Exploration of the critical components of leadership and management in diverse health care settings and application of course content enhances the coordination of quality client care and the role of the nurse as a leader and manager.

RN-BS Nursing Courses	Credits	Catalog Description
NURS 402 (for students admitted after May 2015)	4 credits (4 hours of lecture weekly)	This course will examine public and community health theory and practice as they related to the Registered Professional Nurse. Public health principles, epidemiology, and community health nursing theory will be utilized by the student in conducting a community health assessment and implementation of a service-learning project within the community.
NURS 403: TRANSCULTURAL NURSING	2 credits (2 hours lecture weekly)	This course provides the student with an overview of the influence of culture on health care practices and in the delivery of nursing care for individuals, groups, and communities. Increased awareness of culturally diverse nursing care and a sound understanding of the impact of cultural beliefs, values, and practices upon health and health care delivery is a direct outcome of this course. The student explores and reflects upon their own cultural beliefs related to health and health care delivery and examines client behaviors, cultural perspectives, and barriers to transcultural communication.

Appendix B

Are You Ready for Clinical?

Students are advised to begin the first day of class prior to their first clinical course to allow adequate time for processing or completing all steps.

Course faculty will verify preceptor and agency placement and compliance with training, learning agreement and preceptor meeting through MOU. This form will be submitted to the week 5 assignment area.

This form with supporting documentation must be submitted to the week 5 assignment area prior to start of the preceptorship clinic.

	I have completed the following tasks	Date Completed	Expire Date
	Read contents of Preceptorship Manual. I understand the responsibilities of students, preceptors, and faculty. I have asked questions when I needed clarification or direction.		
	Statement of Health Clearance from clinical agency		
	Current CPR card submitted to clinical agency.		
	Current Nursing License submitted with admission application and updated prn		
	Completed agency specific orientation and provided documentation to the preceptor.		
	Reviewed clinical course descriptions, clinical hour requirements, and clinical course outcomes.		
	Selected a clinical preceptor who has both the academic (RN with minimum of MS in nursing or NP for NURS 303, BS in Nursing for NURS 400 qualifications and appropriate job responsibilities and experience to support my learning.		
	Made an initial planning appointment with my preceptor.		
	The preceptorship MOU is completed and submitted to the week 5 assignment area in the clinical course.		

Administrative Signature: _____ Date: _____

Student signature: _____ Date: _____

Appendix C
Preceptorship Information Sheets
SUNY CANTON
ONLINE RN-BS PROGRAM
PRECEPTORSHIP INFORMATION SHEET
NURS 303

SUNY Canton would like to thank-you for agreeing to be a clinical preceptor for students in NURS 303, Physical Assessment clinical activities. The following guidelines were developed to help the student and the preceptor gain a better understanding of this experience.

This packet includes:

1. An overview of the clinical preceptorship experience.
2. Roles of the clinical preceptor, student, and instructor.
3. Clinical Preceptor Information Form (includes students' perceptions of physical assessment strengths and weaknesses). This form must be completed and submitted to the week 5 assignment area in the course shell. If you have any questions, please email me: lafrancep@canton.edu
4. Memorandum of understanding: to be reviewed by the clinical preceptor and/or the clinical agency. The memorandum must be signed (using electronic signature which is the email address) and submitted to the week 5 assignment area in the course shell.
5. Please review the following information and email me any questions or concerns at lafrancep@canton.edu.

The Preceptor Experience

The following guidelines will help all parties better understand the preceptor experience.

- Review the Preceptorship Experience guidelines.
- Read the description of the clinical preceptor, purpose and roles of the clinical preceptor, student, and instructor.
- Review the Preceptorship MOU and Manual in the Week 1 BLACKBOARD course shell. Provide access to the Week 1 folder in the NURS 303 BLACKBOARD course shell for your clinical preceptor to review this information.
- Students will identify their individual strengths and weaknesses related to your physical assessment skills

- Students will identify your personal goals related to the clinical preceptor experience
- The weekly structure guides in each week's folder list the health assessment activities for the week
- The weekly structure guides follow the chapters in the text-book and the applications manual
- The Pearson website: nursing.pearsonhighered.com has videos available for viewing for each of the chapters and downloadable documentation forms to assist with the assessments.
- The links posted in the week 4 folder allow you to watch the Bates Physical Assessment DVDs for head to toe assessment across the life-span. The DVDs are not mandatory. However, some of you may choose to view these.
- The textbook and online videos explain how to perform the weekly assessment activities
- The clinical preceptor may choose to use the textbook or documentation forms to help guide your physical assessment activities.
- The ultimate goal of the readings in the text-book, the online videos and DVD programs, the case studies, discussion board activities, the applications manual, the time spent with the preceptor, the documentation of the health assessments, and the reflective journaling is to increase your health assessment skills and to promote higher levels of critical thinking
- The reflective journaling will increase self-awareness and help students to identify their strengths and weaknesses and to plan the goals and objectives for the next clinical mentor experience. You will keep track of the time spent in the clinical experience in the journal.
- Each clinical experience is unique and individualized
- Each clinical experience is based upon the individual student's needs, their life-worlds, and their goals and objectives
- A student must perform a satisfactory head-to-toe assessment with the clinical preceptor by week 15.
- The clinical preceptor and the student complete the final assessment of skills posted in the week 15 folder.
- The amount of time spent with the clinical preceptor is totally dependent upon student performance and their goals and objectives
- The online documentation forms are available to use for specific assessments. You may choose to use the ones provided in the weekly folders when applicable.
- Documentation of assessments and analysis of data validated by evidence-based information is submitted to the preceptor, the course instructor.
- Three reflective journals will be submitted to the course instructor.
- If you have any questions, do not hesitate to email or to call the course instructor.

The following information was designed to help clarify the role of the clinical preceptor, the student, and the faculty member.

Nursing 303 Clinical Preceptor Experience

Purpose

Clinical preceptor experiences are one-to-one relationships created between more experienced nurses who have achieved a Master's Degree in nursing and RN students enrolled in Nursing 303. Under close, expert supervision, the student gains advanced physical assessment expertise and receives immediate feedback to facilitate synthesis and integration of new knowledge within the students' existing knowledge base and level of skill. The course instructor, evaluates all documentation of the assessments with the analysis of data validated with evidenced-based information, the reflective clinical journals, and connects with the clinical preceptor on an as need basis. This experience promotes increased functioning and expertise in physical assessment and analysis of the data. This clinical experience achieves the following outcomes:

- ✚ Development of individualized, personalized clinical activities that lead to higher levels of functioning and competency of the student within their current scope of practice.
- ✚ Increased student involvement in innovative clinical physical assessment and problem-solving activities related to client care, prioritization, time management, and documentation skills.
- ✚ Opportunity to observe the clinical preceptor performing physical assessment skills and return demonstrations to them to facilitate enhanced assessment skills.
- ✚ Enhanced ability of the SUNY Canton RN-BS nursing program to provide adequate, meaningful clinical experiences that introduces students to, and prepares them to provide advanced level physical assessment skills in a broad variety of health care settings.
- ✚ Enhanced ability of students' to effectively analyze client assessment data and learn how to validate their analysis using evidence-based information.
- ✚ Provides graduate level nursing support, encouragement, and role modeling that maximize the students' engagement in authentic clinical learning experiences to advance their physical assessment skills.

Clinical Preceptor Role

- ✚ Directly assesses student's physical assessment skills in diverse clinical settings.
- ✚ Supports, encourages, and assists students to connect existing knowledge and new knowledge with clinical assessment activities.
- ✚ Guides and directs students in utilizing a variety of teaching strategies.
- ✚ Willingly commits time, talent, sensitivity, and experience to meet the individual needs of students.
- ✚ Facilitates the students' transition from RN to baccalaureate level nurse.
- ✚ Collaborates with course instructor to ensure that clinical learning outcomes are achieved.
- ✚ Continuously strives to provide relevant clinical learning experiences to ensure the learning objectives are met.

- # Identifies immediate concerns and needs of the student if problems arise during clinical learning experiences and consults with the course instructor (Preceptor).
- # Remains within the scope of the students' practice boundaries.
- # Never compromises client safety.
- # Reviews the RN-BS Program Handbook, the Preceptorship Memorandum of Understanding (MOU) and Preceptorship Manual in the Week 1 folder of the NURS 303 BLACKBOARD course shell. (The student will provide access to this information.)
- # Completes the Preceptorship MOU with the student.
- # Emails any questions related to the information or the Preceptorship clinical experience to lafrancep@canton.edu.
- # **Submits a copy of the RN license and diploma validating a MS in nursing, NP or higher degree in the week 5 assignment area.**

Course Instructor

- # Maintains a continuous channel of communication through verbal and written feedback from the student and the clinical preceptor as needed.
- # Develops, utilizes, and assesses data from weekly feedback tools such as the documentation forms (including the analysis of data), students' reflective journals, emails from preceptor, and student self-evaluations.
- # Identifies problematic situations based on documentation forms and feedback data early to minimize problems from arising and determines how unanticipated issues will be addressed related to student performance.
- # Mediates between clinical mentor, clinical agency, and student.

Students

- # Possess a current, valid license to practice as a registered nurse.
- # Practices in the clinical setting directly under the supervision and guidance of the clinical mentor.
- # Follow all policies, procedures, and regulations of both the clinical agency and SUNY Canton's RN-BS nursing program.
- # Provides feedback via electronic reflective journaling and emails.
- # Continuously assesses clinical learning environment to determine whether they believe their learning needs are being met and to identify their individual strengths and weaknesses. Plans strategies to improve areas of weakness.
- # Identify barriers to learning and then utilizes active problem-solving and critical thinking to remove barriers to learning.
- # Completes all assigned work at a satisfactory level.

Clinical Preceptor Information Form: Please review and complete the following information prior to the start of the clinical preceptorship experience. Reflect upon your present perception of physical assessment strengths and weaknesses. Then, complete the following assessment. Provide comments when needed. Submit to the week 5 assignment area.

Assessment	Strengths	Weaknesses	Comments
Health History			
Skin, Hair, Nails			
Head, Neck, & Lymphatics			
Eyes			
Ears, Nose, Mouth, and Throat			
Respiratory			
Breast & Axillae			
Cardiovascular			
Peripheral Vascular			
Abdominal			
Urinary/Reproductive			
Musculoskeletal			
Neurological			
Older Adult/Pediatric Client			
Head-to-Toe Exam			

Complete the following information with your clinical preceptor. Submit this form to the assignment area by Sunday of week 5.

Student's Name _____

Student's Email Address _____

Clinical Preceptor's Name:

I, the clinical preceptor have reviewed the Program Handbook, Preceptorship Manual, and the information in the preceptorship affiliation MOU form. I do not have any questions related to this information. _____ (Please state yes or no). If yes, I have emailed the course instructor to discuss my questions. _____

Clinical Preceptor's Credentials:

Clinical Site _____

Clinical Site Contact (Administrator) _____

Clinical Preceptor's Electronic Signature: By checking the statement below and providing my email address as an authentication, I am providing an electronic signature certifying that the below statement is true.

____ To the best of my knowledge the information provided in this Preceptor Information Form is correct and true.

Clinical Preceptor's Email Address:

Clinical Preceptor's Address:

Memorandum of Understanding: Please review the following information and email me any questions or concerns at lafrancep@canton.edu.

1. SUNY Canton assumes full responsibility for planning and executing the educational program in the discipline of Nursing including programming, administration, curriculum content, clinical mentor approval, and the requirements for matriculation, promotion, and graduation, and shall bear all costs and expenses in connection therewith. A copy of the curriculum plan is included in this packet. SUNY Canton further agrees to coordinate each preceptorship experience with the designated clinical preceptor.
2. SUNY Canton agrees that at all times students are subject to the supervision of the agency administration and their clinical mentor, and SUNY Canton shall inform the students that they must comply with all applicable rules and insofar as they may pertain to the activities while in the clinical setting, and failure to comply shall constitute a cause for terminating such students' assignment with the clinical mentor. The clinical mentor will provide copies of all policies and procedures to the students as needed.
3. SUNY Canton shall advise each student that he/she must provide the clinical preceptor, upon request, with a physician's statement that the student is free from any health impairment which may post a risk of illness or injury to health center clients or interfere with the performance of assessment activities. The following documentation is also required: (i) PPD (Mantoux) skin test for tuberculosis performed within one year, and a chest-x-ray if positive; (ii) Td (Tetanus-diphtheria) booster within ten years; and (iii) proof of immunity against measles (Rubella) and German measles; such proof is documentation of adequate immunization or serologic confirmation.
4. Students shall respect the confidential nature of all information that they have access to, including but not limited to clients' personal health information provided to them orally,

contained in client records or maintained on the agency's electronic information system. SUNY Canton shall advise all students of the importance of complying with all relevant state and federal confidentiality laws, including Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. SUNY Canton agrees to advise students of the importance of complying with the agency's policies, and procedures relative to HIPAA. SUNY Canton and the clinical preceptor acknowledges that students may use patient's personal health information for educational purposes at the Facility and the University. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the patient to whom it relates.

5. The Clinical Preceptor may terminate any student's assignment from the Agency when a student is unacceptable to the clinical mentor or the agency for reasons of health, performance, or other reasons which, in the Clinical Preceptor's reasonable judgment and to the extent allowed by law, cause the continued presence of a student at the Agency not to be in the best interest of the agency. Any such action will be reported to the University orally and in writing.
6. Notwithstanding any other provision of this affiliation, the Agency remains responsible for patient care and treatment rendered at the Agency.
7. The Clinical Preceptor, as is deemed necessary and proper, shall make available the classroom and clinical areas for student experiences, including the necessary equipment, consistent with current policies in regard to availability. The Clinical Preceptor shall also provide orientation for the students to the Agency.
8. The Clinical Preceptor shall have no responsibility for transportation of students to and from the clinical Agency.
9. In case of an emergency during the clinical experience at the Agency, the Agency will provide emergency care to the students. With the exception of emergency care, the students and Clinical Preceptor will arrange for their own medical care.
10. Any student shall not for any purpose be deemed to be an employee, servant, or agent of the Agency, but shall be considered an invitee. Neither the University, including students, the Clinical Preceptor, nor the Agency shall pay any party compensation to any obligation or benefit arising out of this affiliation. It is understood by all parties that the Agency is not providing any insurance, professional or otherwise, covering such persons.
11. I have read the above information and do not have any questions or concerns.

Student's Name: _____

Clinical Preceptor's Electronic Signature: _____

SUNY CANTON
ONLINE RN-BS PROGRAM
PRECEPTORSHIP INFORMATION SHEET
NURS 400

Thank-you for agreeing to act as a clinical preceptor for RN students in NUR 400. The following guidelines were developed to help the student and the preceptor gain a better understanding of this experience.

This packet includes:

1. An overview of the clinical preceptorship experience.
2. Roles of the clinical preceptor, student, and instructor.
3. Clinical Preceptor Information Form (includes clinical objectives for leadership experience). This form must be completed and submitted to the week 5 assignment area in the course shell.
4. Memorandum of understanding: to be reviewed by the clinical preceptor and/or the clinical agency. The memorandum must be signed (using electronic signature, the email address) and submitted to the week 5 assignment area.
5. Please review the following information and email me any questions or concerns at lafrancep@canton.edu.

The Preceptorship Experience

The following guidelines will help all parties better understand the preceptorship experience.

- Review the Clinical Preceptorship Experience guidelines.
- Read the description of the Clinical Preceptorship purpose and roles of the preceptor, student, and instructor.
- Review the Preceptorship Information Sheet and Preceptorship Manual in the Week 1 folder of the NURS 400 BLACKBOARD course shell.
- Students will identify their individual personal goals related to the clinical project.
- The course instructor will work closely with you and the identified clinical preceptor to help facilitate development of the organizational analysis.
- The course instructor will be responsible for grading the clinical project, the reflective journals, and the reflective essays.

- The reflective journaling will increase self-awareness and help students to identify their strengths and weaknesses and to plan the goals and objectives for the clinical experiences. You will keep track of the clinical hours in the journal.
- Each preceptorship experience is unique and individualized.
- Each preceptorship experience is based upon the individual students' needs, their life-worlds, and their goals and objectives
- If you have any questions, do not hesitate to email or to call the course instructor.

The following information was designed to help clarify the role of the clinical preceptor, the student, and the instructor.

Clinical Preceptor Role

- ✚ Supports, encourages, and assists students to connect existing knowledge and new knowledge with clinical activities.
- ✚ Willingly commits time, talent, sensitivity, and experience to meet the individual needs of students.
- ✚ Facilitates the students' transition from RN to baccalaureate level nurse.
- ✚ Collaborates with course instructor to ensure that clinical learning goals are achieved.
- ✚ Continuously strives to provide relevant clinical learning experiences to ensure the learning objectives are met.
- ✚ Identifies immediate concerns and needs of the student if problems arise during clinical learning experiences and consults with the course instructor.
- ✚ Remains within the scope of the students' practice boundaries.
- ✚ Never compromises client safety.
- ✚ Reviews the Program Handbook, Preceptorship MOU, and Preceptorship Manual in the Week 1 NURS 400 BLACKBOARD course shell. (The student will provide access to this information.).
- ✚ **Submits a copy of the RN license and proof of BS in Nursing or higher degree.**

Course Instructor

- ✚ Maintains a continuous channel of communication for the student and the clinical preceptor.
- ✚ Develops, utilizes, and assesses data from weekly feedback tools such as the reflective journals, discussion board activities, and the data collected to assist the students in the development of the clinical project.
- ✚ Identifies problematic situations based on assessments and feedback data.
- ✚ Grades all clinical activities.

Students

- ✚ Possess a current, valid license to practice as a registered nurse.

- ✚ Practices in the clinical setting with the affiliation agreement in place.
- ✚ Follow all policies, procedures, and regulations of both the clinical agency and SUNY Canton's RN-BS nursing program.
- ✚ Provides feedback via electronic reflective journaling.
- ✚ Continuously assesses clinical learning environment to determine whether they believe their learning needs are being met and to identify their individual strengths and weaknesses. Plans strategies to improve areas of weakness.
- ✚ Identifies barriers to learning and then utilizes active problem-solving and critical thinking to remove barriers to learning.
- ✚ Completes all assigned work at a satisfactory level.

Leadership/Management Experience:

You will be working in a healthcare organization. This clinical component of Nursing 400 revolves around an organizational analysis of a specific health care organization which might include your work environment, an acute care setting, a long-term care setting, a community health agency, or an educational arena. Objectives for the clinical experience closely follow the course objectives. Guidelines for the assessment provide a rough framework to assist you with the organizational analysis. Your assessment of the healthcare organization will include a number of strategies including: a series of interviews (CEO, Vice-President of Patient Care Services, Nurse Managers, etc. or the President, Dean, Chair of the Nursing Department, etc.), observational experiences in the work setting, and discussions with key players in the work environment. The clinical preceptor will assist you with collecting data for the analysis and discussing strategies to use in the designated clinical agency. The course instructor will assist with the analysis of the data. The clinical experience is graded as Pass/Fail. You must pass the clinical portion to pass Nursing 400. The organizational analysis is a component of the clinical experience.

The objectives for the clinical experience follow:

1. Demonstrates the development of leadership and management skills:
 - Compares and contrasts leadership and management theories and styles in the work environment.
 - Analyzes strengths and weaknesses of own leadership/management skills.
 - Applies leadership/management skills in the clinical setting.
2. Collaborates with nurse leaders and managers to enhance professional role development:
 - Discusses the role of the nurse in change and the decision-making process.

- Analyzes critical issues and factors impacting the quality of health care delivery.
 - Identifies key nursing strategies and interventions used to promote collaboration, coordination, and conflict resolution in the workplace.
3. Utilizes the nursing process to assess and analyze the climate and culture of the healthcare organization:
- Compares and contrasts organizational theories with key nursing models.
 - Analyzes the influence of organizational structure on the nursing process and in the administration of client care.
 - Compares and contrasts organizational cultures, diverse healthcare systems, and the climate of the work environment.
 - Analyzes the influence of clinical-pathways, practice guidelines, and evidence-based practices in the management client care and on the profession of nursing.
4. Integrates leadership/management principles into professional nursing practice:
- Identifies and analyzes critical issues related to change and decision-making in the workplace.
 - Compares and contrasts internal and external trends influencing nursing practices in the work environment.
 - Utilizes strategies to enhance effective communication in the clinical setting.
 - Gains an increased understanding of how nursing influences the healthcare of individuals in a variety of settings.
 - Utilizes leadership/management principles in decision-making processes.

Clinical Experience: Organizational Analysis (Finkleman, 2012, pp. 116-118).

The clinical component of Nursing 400 revolves around an organizational analysis. Chapter 4 in Finkelman (2012) reviews some of the “critical aspects related to organizations” (p. 116) and helps you gain a better understanding how they influence the functioning of health care delivery.

You need to identify a specific health care organization and connect with a clinical preceptor in the facility in order to begin the clinical experience. The clinical preceptor, a leader/manager in the clinical agency, will assist with the collection of data by helping you to identify the appropriate individuals to interview, spend time with, or attend meetings with. The course instructor will help you with the analysis of the data. Once you identify the agency and the

clinical preceptor, complete the preceptorship affiliation agreement and submit it to the drop box by week 5.

The framework introduced by Finkelman (2012) on pp. 116-118 will guide your organizational analysis and clinical experience. Choose 10 of the 14 items based on priorities you identify in your clinical setting. The 10 items will be the basis of the organizational analysis, the formal paper, and the power-point presentation. Your course instructor and clinical preceptor will assist you with this process. Clinical assessments, observations, interview data, and problem-identification activities will lead to a final analysis of how well the agency functions.

The reflective journaling process, discussion board activities, data from the organizational analysis, and the course instructor will help to clarify the information you will use to write the formal paper and to design a power-point presentation. The formal paper submitted week 15 will be a synopsis of the organizational analysis and your leadership/management clinical experience. It will be submitted to the assignment area in the Week 15 folder. You will also complete a self-evaluation of your own leadership and management skills based upon what you have learned in the course throughout the semester. The self-evaluation will be part of the third and final reflective journal. Use the clinical objectives to help guide your self-evaluation.

The leadership/management clinical experience must be satisfactory in order to pass Nursing 400. The grade will be determined by the organizational analysis, the 3 reflective journals, discussion board and assignment activities.

You will select 10 of the following areas to assess in the clinical agency you select. The 10 areas will be used as a framework to guide the organizational analysis. You will then identify themes from the analysis. The themes will be used to develop a power-point presentation based on the organizational assessment. The grading rubric will guide the development of the presentation as well.

- 1. Integration of vision and mission into organizational structure.**
- 2. Description of corporate culture, historical determinants.**
- 3. Structural design of the organization.**
- 4. Decision-making patterns.**
- 5. Communication patterns.**
- 6. Alignment of goals across subsystems.**
- 7. Incorporation of quality and safety as a value.**
- 8. Utilization of human resources.**

- 9. Effective financial and information infrastructure planning.
- 10. Information management.
- 11. Organizational responsiveness to change.
- 12. Organizational readiness for the multicultural world.
- 13. Effective leadership.
- 14. Assessment of future organizational challenges and opportunities.

Clinical Preceptor’s Information Form: Please review and complete the following information. Then, submit it to the week 5 assignment area in the course shell.

Complete the following information with your clinical preceptor. Submit this form to the assignment area as instructed in the course shell.

Student’s Name _____

Student’s Email Address _____

Clinical Preceptor’s Name:

I, the clinical preceptor have reviewed the Program Handbook, Preceptorship Manual, and Preceptorship MOU in the Week 1 NURS 400 BLACKBOARD course shell. I have no questions related to this information _____ (Please state yes or no). If yes, I have emailed the course instructor, lafrancep@canton.edu, to clarify my concerns. _____

Clinical Preceptor’s Credentials:

Clinical/agency Site:

Clinical Site Contact (Administrator) _____

Clinical Preceptor’s Electronic Signature: By checking the statement below and providing my email address as an authentication, I am providing an electronic signature certifying that the below statement is true.

____ To the best of my knowledge the information provided in this Preceptor Information Form is correct and true.

Clinical Preceptor's Email Address:

Clinical Preceptor's Address:

The clinical preceptor will submit a copy of their RN license and proof of BS or higher degree in nursing to the student. The student will submit the copy to the week 5 assignment area.

Memorandum of Understanding: Please review the following information and email me any questions or concerns at lafrancep@canton.edu.

SUNY Canton assumes full responsibility for planning and executing the educational program in the discipline of Nursing including programming, administration, curriculum content, clinical mentor approval, and the requirements for matriculation, promotion, and graduation, and shall bear all costs and expenses in connection therewith. A copy of the curriculum plan is included in this packet. SUNY Canton further agrees to coordinate each preceptship experience with the designated clinical preceptor.

SUNY Canton agrees that at all times students are subject to the supervision of the Agency administration and their clinical preceptor, and SUNY Canton shall inform the students that they must comply with all applicable rules and insofar as they may pertain to the activities while in the clinical setting, and failure to comply shall constitute a cause for terminating such students' assignment with the clinical mentor. The clinical preceptor will provide copies of all policies and procedures to the students as needed.

SUNY Canton shall advise each student that he/she must provide the clinical preceptor, upon request, with a physician's statement that the student is free from any health impairment which may post a risk of illness or injury to health center clients or interfere with the performance of assessment activities. The following documentation is also required: (i) PPD (Mantoux) skin test for tuberculosis performed within one year, and a chest-x-ray if positive; (ii) Td (Tetanus-diphtheria) booster within ten years; and (iii) proof of immunity against measles (Rubella) and German measles; such proof is documentation of adequate immunization or serologic confirmation.

Students shall respect the confidential nature of all information that they have access to, including but not limited to clients' personal health information provided to them orally, contained in client records or maintained on the agency's electronic information system. SUNY Canton shall advise all students of the importance of complying with all relevant state and federal confidentiality laws, including Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. SUNY Canton agrees to advise students of the importance of complying with the agency's policies, and procedures relative to HIPAA. SUNY

Canton and the clinical mentor acknowledge that students may use patient’s personal health information for educational purposes at the Facility and the University. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the patient to whom it relates.

The Clinical Preceptor may terminate any student’s assignment from the Agency when a student is unacceptable to the clinical mentor or the agency for reasons of health, performance, or other reasons which, in the Clinical Preceptor’s reasonable judgment and to the extent allowed by law, cause the continued presence of a student at the Agency not to be in the best interest of the agency. Any such action will be reported to the University orally and in writing.

Notwithstanding any other provision of this affiliation, the Agency remains responsible for patient care and treatment rendered at the Agency.

The Clinical Preceptor, as is deemed necessary and proper, shall make available the classroom and clinical areas for student experiences, including the necessary equipment, consistent with current policies in regard to availability. The Clinical Preceptor shall also provide orientation for the students to the Agency.

The Clinical Preceptor shall have no responsibility for transportation of students to and from the clinical Agency.

In case of an emergency during the clinical experience at the Agency, the Agency will provide emergency care to the students. With the exception of emergency care, the students and preceptor will arrange for their own medical care.

Any student shall not for any purpose be deemed to be an employee, servant, or agent of the Agency, but shall be considered an invitee. Neither the University, including students, the Clinical Preceptor, nor the Agency shall pay any party compensation to any obligation or benefit arising out of this affiliation. It is understood by all parties that the Agency is not providing any insurance, professional or otherwise, covering such persons.

I have read the above information and do not have any questions or concerns.

Student’s Name:_____

Clinical Preceptor’s Electronic Signature:_____

Appendix D

Clinical Logs

Clinical logs are part of the experiential learning in the course and provide a reflective journal of learning objectives and how the student is meeting them through analysis and evaluation of specific events (i.e., a meeting attended, observation of an interview for hire, preceptor's task, change project activities, etc.). This event should be analyzed using theories and readings from your textbook. A definite correlation should be made between your detailed observations, insights, and perceptions and a theory of management, organizations and/or leadership.

The clinical log consists of two (2) parts:

Part 1: Documentation of hours in clinical with specific clinical activities listed/described and validated by signature or initial of preceptor.

Each log entry should include

- Date & times that clinical experience began and ended.
- Location of facility
- Learning objectives for the experience and whether objectives were met. These objectives may be straight from your contract or the clinical evaluation tool, and should be negotiated with the preceptor.
- Comments of preceptor are optional. If time is spent with another manager or clinician, then that other individual must sign off on the log.

Part 2: You will complete 3 reflective journals in each of the preceptorship courses. The guidelines for the reflective journaling process are:

CLINICAL LOG

Part 1: Description of clinical experiences

You must complete Part 1 for time spent in the clinical area.

EITHER:

1. Send completed form via email attachment to preceptor for signature
2. Obtain signed form from preceptor in person or via FAX and sign it yourself.

Documentation of Practicum Data

Students: Fill in all information for your preceptor to sign.

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

Student: _____ Preceptor: _____ Course: _____

Pre-Practicum Conference		Practicum Session			Processing		Subtotal Hours	
Date	Hours	Activity/Agency/Unit	Date	Hours*	Date	Hours*		

*Total hours (to nearest 15 minutes): _____ Date: _____

OBJECTIVES FROM CONTRACT or COURSE EVALUATION:

Include objectives met taken from your contract, reflective journal, and/ or syllabus.

- 1.
- 2.
- 3.

Student signature: _____

REQUIRED Preceptor Signature _____

Faculty verification: _____

PRECEPTOR COMMENTS prn only:

SUNY Canton
 Nursing Department
 School of Science, Health & Criminal Justice
 Cook Hall 125
 34 Cornell Drive
 Canton, New York 13617

Phone: (315) 386-7401

Fax: (315) 386-7959

PART 2: Reflective Journals

Journaling Guidelines

During your preceptor experience, you will maintain a reflective journal. Your journal entry will be completed weekly and sent electronically to the drop box provided in the weekly folder. The purpose of journaling is to provide you with an opportunity to critically reflect upon your progression through the clinical component of this course. The reflective process enables you to take the time to objectively and subjectively think about specific feelings, identify strengths and weaknesses, and identify significant incidents or interactions that occur during the course or clinical time. You will reflect upon what happened, why it happened, how you felt about the experience, and what you would change or do differently the next time you encountered a similar incident.

Clinical journaling is used as an integrated teaching methodology to enhance student learning and evaluation in the clinical setting.

In your journal you will:

- Identify and evaluate learning goals and specific course items or clinical experiences that met those goals.
- Analyze specific clinical preceptor events, such as assessments, nursing interventions, or case scenarios that enhanced your learning experience.
- Relate the course content and clinical preceptor experience to nursing practice and theory. Incorporate evidence based practices in your rationales when appropriate.
- Use critical thinking to connect theory to practice.
- Reflect on the experience to gain insight into your strengths and weaknesses. Identify your strengths and weaknesses. Suggest solutions to increase the number of strengths and minimize the weaknesses.
- Evaluate communication with course instructor, clinical preceptor, colleagues, interdisciplinary team members, and clients in terms of effectiveness. Use a process recording approach in the evaluation if appropriate.
- Keep a log of clinical time.
- Describe how you maintained standards of nursing practice (infection control, HIPPA, safety issues).
- Discuss how your organizational skills enhanced or hampered the experience.

Critique your physical assessment skills and findings, data collection for the organizational analysis of population-focused health assessment. Did you receive adequate information? Why or why not? How did you collect the additional information required to successfully complete the assessment?

- **PERSONAL REACTIONS, THOUGHTS, & FEELINGS.** Reflect on your personal reactions to this specific event (or maybe the entire day) and to your clinical experience.

You will use a collegiate standard of writing in your journal. Utilize each bullet in the reflective process when appropriate. Your classroom instructor and clinical preceptor will help guide you through the process in the early portion of the course.

Grading Rubrics for Reflective Journals

Grading Rubric for Reflective Journal NURS 303:

100 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Analyzed assessment skills and specific clinical preceptorship events. Include time spent on clinical activities. • Related course content and clinical experience to evidence-based practice. • Used critical thinking to connect theory to practice. • Reflected on strengths and weaknesses. • Evaluated communication with clinical mentor and course instructor (preceptor). • Described how standards of nursing practice were maintained. • Used process recording approach when indicated. • Discussed organizational skills.
80 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Analyzed assessment skills and specific clinical preceptorship events. Include time spent on clinical activities. • Related course content and clinical experience to evidence-based practice. • Reflected on strengths and weaknesses. • Evaluated communication with clinical mentor and course instructor (preceptor). • Described how standards of nursing practice were maintained. • Used process recording approach when indicated. • Discussed organizational skills.
60 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Related course content and clinical experience to evidence-based practice. • Reflected on strengths and weaknesses • Evaluated communication with clinical mentor and course instructor (preceptor). • Described how standards of nursing practice were maintained. • Used process recording approach when indicated. • Discussed organizational skills.
40 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Related course content and clinical experience to evidence-based practice. • Reflected on strengths and weaknesses. • Evaluated communication with clinical mentor and course instructor (preceptor).

	<ul style="list-style-type: none"> • Used process recording approach when indicated. • Discussed organizational skills.
20 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Related course content and clinical experience to evidence-based practice. • Reflected on strengths and weaknesses. • Analyzed physical assessment skills and findings.

Grading Rubric for Reflective Journal NURS 400

You will be submitting 3 reflective journals to the drop box during the semester related to the preceptor experience. This is the rubric that will be used to grade the journals.

100 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Analyzed leadership/management events. Include time spent completing clinical activities • Related course content and evidence-based practices to the organization. • Used critical thinking to connect theory to practice. • Reflected on strengths and weaknesses. • Evaluated communication with clinical mentor or course instructor. • Described how standards of nursing practice were maintained. • Used process recording approach when indicated. • Discussed organizational skills.
80 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Analyzed leadership/management events. Include time spent completing clinical activities. • Related course content and evidence-based practices to the organization. • Reflected on strengths and weaknesses. • Evaluated communication with clinical mentor or course instructor. • Described how standards of nursing practice were maintained. • Used process recording approach when indicated. • Discussed organizational skills.
60 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Related course content and evidence-based practices to the organization. • Reflected on strengths and weaknesses • Evaluated communication with clinical mentor or course instructor. • Described how standards of nursing practice were maintained. • Used process recording approach when indicated. • Discussed organizational skills.
40 points	<ul style="list-style-type: none"> • Identified and evaluated learning goals. • Related course content and evidence-based practices to the organization. • Reflected on strengths and weaknesses. • Evaluated communication with clinical mentor or course instructor. • Used process recording approach when indicated.

	<ul style="list-style-type: none">• Discussed organizational skills.
20 points	<ul style="list-style-type: none">• Identified and evaluated learning goals.• Related course content and evidence-based practices to the organization.• Reflected on strengths and weaknesses.• Analyzed physical assessment skills and findings.

Appendix E

Preceptor Tool to Evaluate Student Behaviors

The Clinical Evaluation Tool is used throughout the semester to describe clinical performance. Faculty will determine if the clinical experience was satisfactory based upon the reflective journals, clinical projects or assessments, and validation of clinical performance by the preceptor. The student will also complete a midterm and final self-evaluation using this form.

DATE: _____ CIRCLE ONE: Midterm evaluation / Final evaluation

STUDENT NAME: _____

CLINICAL AGENCY: _____

PRECEPTOR NAME & TITLE: _____

REQUIRED SIGNATURES: See Below Preceptor: Student: Faculty:

*CRITICAL BEHAVIORS:	Pass or Fail
1. *Maintains professional confidentiality, objectivity, and accountability for nursing actions.	
2. * Demonstrates legal/ethical aspects of patient advocacy.	
3. * Demonstrates responsibility for self within the legal, ethical, and professional role appropriate to the setting/situation.	
4. Demonstrate professional behavior and the ability to work effectively with others.	

COMMENTS:

***FAILURE TO MEET A MINIMUM OF ONE OF THE DESIGNATED CRITICAL BEHAVIORS CONSTITUTES A FAILING GRADE FOR THE COURSE.**

Date & initials during final conference: _____

Appendix F

Preceptor Evaluation of Clinical Experience

Agency _____ Unit _____ Course: _____

Instructions: Rate each item below on a 5-point scale. Please return to the Department of Nursing.

Rate the usefulness and effectiveness of the following course activities by circling 1, 2, 3, 4, or 5: (1 = not very useful nor effective; 3 = neutral; 5 = very useful and effective).

1. The preceptor's packet helped me understand my role	1 2 3 4 5
2. The course objectives are relevant for use in my area	1 2 3 4 5
3. The course objectives are relevant for my designated level of practice.	1 2 3 4 5
4. Interacting with the clinical instructor about course objectives and expectations increased my understanding of the performance expectations for the student.	1 2 3 4 5
5. Interacting with the student helped me to identify clinical experiences to meet his/her learning needs	1 2 3 4 5
6. On-going communication with the clinical instructor increased my ability to identify learning experiences to aid the student's progress.	1 2 3 4 5
7. The course expectations seem appropriate for preparing the student to function in a beginning nursing role.	1 2 3 4 5
8. I had the resources I needed from SUNY Canton Nursing Faculty to fulfill my role as preceptor.	1 2 3 4 5

Part II - Clinical Experience/Activities:

Overall, I rate my ability to perform the preceptor role as:	1 2 3 4 5
Overall, I rate the effectiveness of the clinical experience as:	1 2 3 4 5

Please write any suggestions for this course or the clinical experiences on the back!

Appendix G

Student Evaluation of Preceptor Performance

Preceptor: _____ Quarter/Year: _____

Student: _____ Facility/Unit: _____

This form is to be used for performance evaluation of the preceptor as he/she works with Nursing Students. Please indicate with a check mark how you experienced or perceived your clinical preceptor.

Preceptor Actions:	Seldom	Sometimes	Frequently	N/A
Considers student's background and level of competence.				
Allows student to suggest alternative approaches in problem solving.				
Encourages student to assume responsibility and accountability throughout the clinical experience.				
Discussed department expectations related to student's role.				
Serves as an effective role model for professional nursing behaviors.				
Evaluated student's clinical performance.				
Planned experiences to address student's learning needs.				
Collaborated to develop a learning plan based on student's individual learning needs.				
Provided scheduled learning opportunities.				
Met regularly to evaluate/discuss learning plan goal and outcomes.				
Encouraged development of critical thinking skills in the student through discussion of alternative actions/priorities.				
Applied effective teaching skills/techniques.				
Provided an environment conducive for learning.				
Provided resources and assistance appropriately.				
Provided timely, sensitive, respectful feedback; in a quiet, private place.				
Encouraged, coached, and motivated the student.				
Was consistently available to provide support and assistance.				

Student Name (print) _____ Preceptor Name _____

Agency: _____ Date _____

Signature of Student: _____

References

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- DeWolfe, J., Lashinger, S., & Perkin, C. (2010). Preceptors' perspectives on recruitment, support, and retention of preceptors. *Journal of Nursing Education*, 49 (4), 198-206.
- Hyrkäs, K., & Shoemaker, M. (2007). Changes in the preceptor role: re-vising preceptors' perceptions of benefits, rewards, support and commitment to the role. *Journal of Advanced Nursing*, 60 (5), 513-524.
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