

The BSN-Completion Program

Preceptorship Guide

Basics of Practicum

Overview

Students are required to spend 90 hours during the semester focused on clinical learning integral to the respective courses: Community Health Nursing and Leadership in Nursing. Students spend practicum hours at various community-based health sites as relevant to each course; designated preceptors provide supervision, although not necessarily onsite.

Preceptors are clinically expert nurses who have earned, at a minimum, the BSN degree. As community-based resources, preceptors contribute significantly to the BSN students' learning and professional socialization. Preceptors and faculty work collaboratively to maximize potential for student learning. **Faculty match students to preceptors, with input from both.**

In consultation with their preceptors and faculty, students determine practicum activities consistent with the course objectives developed by faculty. **Students are required to process, in a timely manner, all practicum hours with their preceptors whether or not the practicum session was spent directly with the preceptor.**

Students must distribute their practicum hours throughout the semester, since they are essential components of the integrated courses. **Ideally**, no student will stay within their employing institution for practicum. **Certainly**, no student may stay in the unit or department where they are employed. Clinical time for which students receive financial or other compensation may **not** be counted as practicum hours.

Requirements

Basic Requirements

Students must comply with the “Clinical Course Requirements” specified in the Nursing Program’s Student Handbook.

Laboratory and Clinical Course Requirements

Basic Requirements

Students enrolling in clinical or nursing laboratory courses (NURS 360, NURS 415, NURS 425 and NURS 493) must ensure the following are documented and current in their student file for the duration of the respective course.

1. Active New Mexico RN licensure
2. Immunity to rubella (titre) and to Hepatitis B
3. Freedom from active tuberculosis (proof will vary and may include PPD, or chest x-ray)
4. Professional liability insurance
5. Current CPR certification

For the duration of the respective course, students must maintain satisfactory work behaviors including, but not limited, to the following.

1. Respecting client confidentiality
2. Preventing conflicts of interest in regard to preceptors, clinical sites and job responsibilities
3. Fulfilling all obligations involving preceptor, including being punctual for scheduled appointments, completing all mutually agreed upon activities, and initiating communication as necessary to keep preceptor fully informed
4. Functioning within the student role during the clinical experience
5. Dressing appropriately by wearing ENMU BSN-student identification with uniform, laboratory coat and street attire, or scrubs. (Note: This excludes “play” attire — e.g. shorts)

Course-Specific Requirements

Students are responsible for meeting all requirements mandated in course syllabi and Preceptorship Guides for all integrated theory and clinical courses or theory and laboratory courses (NURS 360, NURS 415, NURS 425, NURS 493).

BSN-Completion Program Philosophy and Program Objectives*

*Eastern New Mexico University: Undergraduate Catalog, 2005–2007.

Philosophy

Central to the Nursing Program's philosophy are the beliefs and values which faculty hold about Nursing's Domain Concepts — those theoretical constructs which identify the parameters of our professional practice: Person, Health, Environment and Nurse/Nursing. These concepts are at the core of the humanistic, intellectual and ethical values that inform baccalaureate Nursing Education. Our philosophy also expresses our commitment to the values inherent in the mission and philosophy of Eastern New Mexico University, of which the Nursing Program is an integral part.

As Nursing Program faculty, we define "Person" as an individual human being of intrinsic worth and, by extension a family or community that becomes the focus of Nursing whenever a potential or actual health care need exists. We view "Health" as a unity of the whole person — body, mind and spirit; a harmony that includes physical, social, aesthetic and moral realms. Our concept of "Environment" is that of a dynamic reality within and around us, which affects us and is affected by us; the health care system is that aspect of the environment through which nursing care is delivered. We consider the distinctive function of the "Nurse" to be knowledgeable caring: Using the scientific approach to improve nursing practice, contributing to the health and independence of persons whenever possible, and supporting them to die in peace and with dignity when death is inevitable.

As Nursing Program faculty, we hold ourselves accountable for the quality of our educational program, and for promoting safe and effective Nursing practice. We are responsible for doing this through our teaching, service, and scholarship and by collaborating with health care professionals and consumers of health care. As a constituent unit of Eastern New Mexico University, the Nursing Program shares the University's commitment to lifelong learning, freedom of inquiry and cultural diversity.

BSN Completion Program Objectives

The aims of the program are consistent with its philosophy and with the objectives of general education. Students who successfully matriculate in the program will be able to do the following at the nurse-generalist level:

1. Accept personal accountability for ethical and competent nursing practice, as well as for continuing professional and personal development.
2. Base clinical practice on methods of scientific inquiry — including the nursing process — to meet clients' needs for increasingly complex health care in various settings.
3. Apply concepts from nursing theories and research, cultural competencies, the sciences and humanities, to assess individual clients/families/ and communities needs for nursing intervention.
4. Collaborate with clients and other health care professionals to plan and deliver health care services.
5. Communicate effectively — orally and in writing — critical thinking about major concepts and processes central to nursing: e.g., ethical and effective leadership, clinical excellence.

Process for Beginning Practicum

Student

- Attends practicum orientation.



Faculty

- Send copy of Preceptorship Guide to Preceptors.
- Discuss with preceptors the assignment of students and subsequently confer with students to ensure compatibility.
- Adjust assignments as necessary.



Preceptor

- Completes “Preceptor Contract” and returns it to the Nursing Program office.



Preceptor's Supervisor

- Completes “Institutional Clearance to Precept” and returns document to Nursing Program office.



Faculty

1. Sends to preceptor:
 - a. Copy of contract with preceptor and faculty signatures
 - b. Course syllabus and schedule
2. Notifies student: Documentation complete, student may begin practicum

Preceptor and Student Information

(Preceptor and student complete. Student returns form to faculty)

Student

Courses: Community Health Nursing (NURS 415)/Nursing Leadership (NURS 425)

Clinical Course: _____

Student: _____ Social Security Number: _____

Current Address: _____

Work Phone: _____ Home Phone: _____

Cell Phone: _____ E-mail Address: _____

Preceptor

Name and Credentials: _____

Official Title: _____ E-mail Address: _____

Mailing Address: _____

Work Phone: _____ Home Phone: _____

Preceptor: Please Complete This Section

Name of Immediate Supervisor and Credentials: _____

Official Title: _____ Agency Name: _____

Agency Mailing Address: _____

City, State, Zip: _____ Phone: _____

Student: Please Complete the One Section Which Applies to You

I attest to the fact that I **am not** an employee or supervisor of the unit where some of the practicum may occur, and that the information provided by my preceptor on the form (above) is accurate to the best of my knowledge. I also attest to the fact that the proposed preceptor is not related to me, is not my immediate supervisor in my work situation, and **is not** my employee or subordinate.

Student Signature: _____ **Date:** _____

I attest to the fact that I **am** an employee of the agency selected, and that I have received permission from _____ (course faculty) to use this site. I also attest to the fact that I **am not** an employee or supervisor of the unit of clinical experience. To the best of my knowledge, the information provided by my proposed preceptor on the form (above) is accurate. I also attest to the fact that the proposed preceptor is not related to me, is not my immediate supervisor in my work situation, and is not my employee or subordinate.

Student Signature: _____ **Date:** _____

Preceptor Contract

I, _____ agree to serve as a preceptor for
Preceptor—Name and Credentials

Student Name _____ ID Number _____

for courses: _____

at _____
Agency

Address _____ City _____ State _____ Zip _____ Phone _____

Beginning Date: _____ Completion Date: _____

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

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

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

Preceptor Name and Title (type or print)

Preceptor Signature: _____ **Date:** _____

***Note:** We are providing SASEs, under separate cover, for you to return the forms with your signature.

To Preceptors:

Please complete this form, and forward it to your supervisor to complete the next page. As soon as faculty receive the completed form — **as is necessary for students to begin practicum** — we will mail a copy to you. Thank you!

ENMU faculty are responsible for coordinating, monitoring and evaluating clinical experience. These responsibilities include the following.

1. Orient the preceptor to the philosophy, goals and objectives of the curriculum and the course via the Preceptorship Guide and the course syllabus.
2. Provide appropriate resources for course content.
3. Provide supervision through telephone, e-mail and on-site visits, and conferences with students and preceptors.
4. Notify the preceptor at least two weeks in advance if a decision is made to terminate the contract.

Faculty Signature: _____ **Date:** _____

ENMU BSN — Completion Program

Institutional Clearance to Precept

To: Preceptor's Supervisor

From: ENMU Nursing Program

Please complete this form and return it to Nursing Program, in the SASE we have provided to expedite the student's beginning practicum. All of us appreciate your consideration.

I understand that _____, who is directly accountable to me, has agreed
Preceptor's Name
to serve as a preceptor for _____. To the best of my knowledge, such
Student's Name
a preceptorship will not present a conflict of interest for our employee and I support the preceptorship.

Administrator/Supervisor Name

Institution/Agency Name

Administrator/Supervisor Name

Date

Flowchart for Students' Practicum Sessions and Reports

Faculty

- At beginning of course, and as needed throughout, discuss with students **how** to develop their practicum sessions.

Student

- **Thinks critically** about how to study course foci in clinical setting and in light of course theory (textbook, etc.).



- **Discusses** potential sites, activities and resources with preceptor.



- **Prepares** for practicum by relevant reading and reflection.



- **Participates** in practicum as scheduled.



- **Processes** experience with preceptor as soon as possible.



- **Develops** report, submits one copy to faculty at the scheduled time, and **gives a copy to the preceptor at the same time.**

Preceptor's Assessment of Student's Functioning in Practicum

Ongoing

Your assessment of how the student functions throughout the practicum is extremely important to the student and to faculty. We encourage you to review the content and organization of this form with your student(s):

- at the beginning of the course, to ensure you share a mutual understanding of it;
- during the semester, as a reference point for your work together; and
- at the end of the term, prior to the deadline for sending it to faculty.

When conferring with you during the course, faculty will use the form to frame our discussions; *however, we welcome any and all of your comments throughout the course.*

Final

When you are determining the student's final scores, confer with the student particularly to highlight achievements and identify discrepancies between your views. If you have significant differences between your perceptions, and are unable to resolve these differences, involve faculty as soon as possible. Mail your completed assessment directly to course faculty at the Nursing Program.

Rating Scale for Preceptor's Evaluation

Student: _____

Preceptor: _____

Course: _____ Semester/Year _____

Directions: Please rank the student's functioning according to the following scale. Please circle your response.

- 0 = Did not achieve
- 1 = Achieved slightly
- 2 = Achieved moderately
- 3 = Achieved considerably
- 4 = Achieved maximally
- N = Did not observe

Interpretation: A raw score of 4 is equivalent to 1 grade point for each item.

Behaviors/Examples (e.g.)	Rank					
1. Took responsibility for own professional growth e.g., Had obviously read relevant theory prior to each session	0	1	2	3	4	N
2. Worked effectively with preceptor e.g., Was receptive to preceptor's input, and provided feedback in a timely manner	0	1	2	3	4	N
3. Used problem-solving and decision-making skills e.g., Took initiative in planning, participating in, and processing practicum	0	1	2	3	4	N
4. Built upon prior sessions to achieve greater depth and breadth in practicum e.g., Discussed interrelatedness of sessions and sought out opportunities for progression	0	1	2	3	4	N
5. Advanced in analyzing and integrating course theory with practicum e.g., Discussed material in increasing depth and breadth, and applied it with increasing skills	0	1	2	3	4	N
6. Functioned in the role of student-professional e.g., Acted appropriately as an adult learner	0	1	2	3	4	N
7. Collaborated with staff as appropriate e.g., Valued contributions of staff, shared knowledge/skills when warranted	0	1	2	3	4	N
8. Was sensitive to preceptor's non-course responsibilities e.g., Made reasonable requests for preceptor guidance	0	1	2	3	4	N
9. Fulfilled basic professional work behaviors e.g., As noted in <i>Student Policies</i> in this guide: confidentiality, punctuality, etc.	0	1	2	3	4	N
10. Functioned as a role model for ongoing education to other nurses e.g., Expressed learning as a value, was available for discussion about continuing learning	0	1	2	3	4	N

Student's Assessment of Experience with Preceptor

Student: _____

Preceptor: _____ Date: _____

Course: _____ Semester/Year: _____

I. Preceptor as Role Model

- A. How frequently did you meet with your preceptor?

- B. How did she/he facilitate open communication and trust between the two of you?

- C. How did your preceptor show her/his support of your efforts?

II. Preceptor as Resource Person

- A. How did she/he assist you in finding resources?

- B. How clear were her/his demonstrations and explanations?

- C. What provision did she/he make for your feedback?

III. Preceptor as Designer of Instruction

A. Comment on the following aspects of the orientation process she/he provided.

- To the facility
 - Physical layout

 - Relationship to the community
- To the staff: professional and nonprofessional

- Discussion of her/his expectations and yours

B. What did your preceptor do to facilitate your feeling accepted by the staff?

C. How useful were the experiences provided by your preceptor in relation to the objectives of this practicum?

D. Who planned your educational experiences within the practicum setting?

E. How was your time on site optimized for meeting your objectives?

F. Was the preceptor's evaluation of your functioning an ongoing process with you as a major participant?
• If not, explain.

IV. Preceptor as Supervisor

- A. Describe the supervision you experienced as appropriate or inappropriate, and briefly explain your answer.
- B. How frequent were your conferences with your preceptor?
- C. How did she/he demonstrate acceptance of your viewpoint?
- D. How did she/he encourage your individuality, expression of ideas, initiative and assessment of your own functioning?

V. Other

- Describe ways in which your preceptor excelled.
- Identify suggestions for your preceptor to maximize the learning of future students.

Your Name: _____ Date: _____

Faculty's Comments Regarding Preceptor

1. Preceptor's strengths:

2. Areas for continued attention:

3. Additional comments:

Preceptor: _____

Student: _____

Course: _____ Semester/Year: _____

Faculty Evaluator: _____ Date: _____

NURS 415: Community Health Nursing/Nursing Leadership Evaluation of Written/Oral Practicum Reports

Student: _____ Course: _____

Semester/Year: _____ Final Score: _____

Criteria	Scores	Comments:
1. Overview: +5		
a. Lists a focus for 20 hours of practicum and reference for the focus (e.g., course objectives): +2		
b. Correlates focus with practicum sites chosen: +1.5		
c. Describes practicum activities chosen to learn about focus: +1.5		
2. Critical Thinking: Analyzes and integrates theory with practicum: +25		
a. Correlate similarities and differences at practicum sites with course theory: +20		
b. Draws two significant, al implications from "2.a.": +5		
3. Basics (0–minus 15 if missing)		
a. Meets scheduled deadlines (0–minus 5 if late)		
b. Processes with preceptor (0–minus 5 if not done)		
c. Follows APA ch 2 and 3 re: writing clearly (0–minus 5)		