

CLINICAL PRECEPTORSHIP
Purpose & Preceptor Role Expectations

The education of nursing students requires a balance of nursing theory and practice. The clinical preceptorship is one way to foster the integration of theory and practice. This clinical experience is designed to provide the pre-licensed student the opportunity to become socialized in the role of the new professional baccalaureate-prepared nurse. Socialization is accomplished through working closely with an experienced nurse who serves in the role of preceptor. The clinically experienced Registered Nurse preceptor serves as a role model, teacher and consultant to enable a student to be a competent, confident nurse. The preceptor assists the student in the role transition as s/he provides the valuable insights and wisdom, which come from experience. The clinical faculty provides guidance to students and preceptors in facilitating the achievement of educational objectives through synthesis in practice.

GOALS OF PRACTICUM

1. Gain confidence and experience in role performance in a supportive environment (i.e. with preceptor and experienced health care professionals available for consultation, collaboration, and assistance).
2. Demonstrate proficiency in use of the nursing process and in managing primary, secondary, and tertiary prevention for patients with complex health care needs in a variety of settings.
3. Demonstrate ability to collaborate and communicate with other health care professionals in managing quality, cost-effective care for patients with complex health care needs.
4. Work effectively within complex systems and develop leadership abilities appropriate for role.
5. Demonstrate synthesis and application of Benner's model, including the domains of the helping role, teaching-coaching function, diagnostic and monitoring function, effective management of rapidly changing situations, administering and monitoring therapeutic interventions, monitoring and ensuring the quality of healthcare practices, organizational and work-role competencies, research and clinical practice, and career development while functioning in a professional nursing role.

GUIDELINES FOR IMPLEMENTATION OF PRACTICUM

- A. Each student will be assigned to an approved baccalaureate-prepared RN preceptor. As much as possible, the student will be placed in a professional setting integrating the student's stated nursing interest and need for increased experience in a particular area, as indicated by past clinical performance, external exam scores, and academic performance. However, no student is guaranteed a particular clinical site, agency, or role. The preceptor's role must be appropriate practice for a baccalaureate prepared registered nurse and must not require an advanced practice nursing license or additional educational preparation beyond that of a baccalaureate prepared nurse.

- B. Prior to beginning the clinical practicum, the student will develop specific individualized learning objectives for the preceptorship, seek approval of these objectives by his/her clinical faculty, and discuss the objectives with the preceptor.
- C. The student is responsible for having a copy of the Student/Preceptor/Faculty Agreement form signed by the preceptor and faculty coordinator at the beginning of the clinical experience. Each student should provide a copy for the preceptor and submit the original to the clinical faculty.
- D. Each student will spend a total of 110 hours with the preceptor in the clinical practicum Experience over a 3 week period.
- E. Students function under the **supervision** of their preceptor and guidance of their clinical site visitors. They should assume increasing responsibility as negotiated with the preceptor. The student is expected to move from a dependent to a more independent role as the clinical experience progresses.
- F. Students are expected to collaborate with their preceptor and clinical site visitor in planning learning experiences.
- G. The student is expected to be an active learner, pursuing learning opportunities and taking initiative to achieve educational goals.
- H. Students are responsible and accountable for judging their competence in a given situation and seeking preceptor supervision/assistance when situations are encountered which are new and in which the student does not feel competent to perform.
- I. **Students are to follow agency medication administration policy.** Students are expected to inform themselves of agency policies and procedures and to uphold the policies within the guidelines of the Wegmans School of Nursing at St. John Fisher College.
 - a. **NO IV Push Meds are to be given by students.**
 - b. **Blood is never to be administered by students.**
 - c. They may observe only and assist in recording vital signs and monitoring for adverse reactions.
 - d. All other medication to be administered must be with the **direct supervision** of the preceptor.
 - e. Students are to be well informed about any medication given and to report adverse reactions promptly.
- J. Students are expected to complete documentation appropriate for the role and the setting.
- K. Students are expected to communicate clearly and collaborate appropriately with their preceptor, clinical site visitor, patients, families, staff nurse, managers, physicians, and other health team members.
- L. The student is expected to know, refer to and function within the New York State Practice Act or the State of their current employment for those students that are travelling out of NY State.

- M. The student is expected to know, refer to and practice nursing according with the standards of care pertaining to their preceptor site.
- N. The student is expected to discuss clinical activities, insights, nursing process, and problems with clinical site visitors who will be on-site at prescheduled and random times, as well as available by phone for consultation.
- O. It is expected that the student will demonstrate respect for the helping relationship by honoring professional codes of conduct in relation to confidentiality. Discretion is advised in discussing clients and the organization in which care is provided.
- P. Students are expected to inform themselves of agency policies and procedures and to uphold the policies.
- Q. Students are accountable for their actions, are expected to promptly report and errors, mistakes, or variances, and are expected to take prompt, appropriate actions if errors, mistakes or variances occur.
- R. Students must take an active role in pursuing appropriate learning experiences, in collaboration with their clinical site visitors, preceptor, and other staff.

Faculty Role Expectation

Each clinical site visitor has been assigned students on different clinical units and in different agencies. Clinical site visitors are expected to visit each student, weekly, during the preceptorship for a formal review of the student's experience and discussion of clinical issues. Unannounced visits throughout the preceptorship are expected during the student's scheduled clinical days. The purpose of the unannounced visits is to observe the student in clinical practice. Each clinical site visitor member will discuss parameters for contacting faculty with problems, questions, schedule changes, or other issues with each student. Faculty will be accessible to students and preceptors whenever a student is scheduled for clinical time.

Clinical site visitors are responsible for the establishment of productive relationships with preceptors and other essential unit personnel (e.g. nurse managers). A productive relationship is characterized by ongoing communication that facilitates the achievement of the course and student personal learning objectives.

With the preceptor and students, clinical site visitors will identify individual learning needs and objectives to be achieved throughout the preceptorship experience. Ongoing feedback is expected, and formal feedback is necessary at midterm and at the end of the clinical course. Clinical site visitors serve as mentors through the student's transition from the student nurse role to the graduate nurse role.

Student Role Expectation

Students are responsible for active participation in the transformation process that will occur as they learn and experience the novice staff nurse role. Since your journey toward becoming an expert nurse is largely a solitary one, much of the learning that occurs in this course happens as a result of your individual reflection and analysis of your clinical experiences and learning. Another major portion of the student's growth comes from the active partnership established with the preceptor. Student preparation for clinical includes applying all you have learned in previous clinical rotations in addition to learning about the staff nurse role and responsibilities.

Students are expected to learn the routine of their unit and to initially partner with their preceptor in the care of patients. As the clinical rotation progresses, it is expected that your patient care will become more independent and more complex (as indicated by both the number and acuity of patients you care for).

Students are expected to work cooperatively and professionally with their preceptor (s) and other staff, assisting in the work of the unit whenever possible. With the preceptor and clinical site visitors, students will identify individual learning needs and objectives to be achieved throughout the preceptorship experience. Ongoing feedback is best for optimal learning, and the preceptor is expected to complete an assessment at midterm and at the end of the clinical course.

Students are expected to demonstrate accountability and professionalism throughout the experience. Clinical time is arranged by the student, according to the assigned preceptor's work schedule, and shared with the clinical site visitors. Students will meet their obligation in a timely and professional manner.

Students should contact the clinical site visitor whenever assistance is needed with questions, problems, schedule changes or other issues.

Students are held accountable to student practice as defined by:

St. John Fisher College Undergraduate Handbook

Clinical site policy and procedures

Faculty permission

Preceptor willingness to determine participation in clinical care activities and the student's scope of practice

Preceptor Role Expectation

Nurse Managers have identified preceptors who are nurses interested in working with students, have clinical expertise, and who are effective role models. The responsibilities of the preceptors are to help the student observe and experience the staff nurse role from orientation through active "hands on" participation in care. Students learn best by doing and by the end of the clinical rotation, it is expected that students will be able to take over a full staff nurse assignment with minimum preceptor assistance (with supervision).

It is expected that the preceptor will collaborate with faculty to promote student learning and growth through regular communication. Preceptors are encouraged and expected to communicate their feedback about student performance to both the clinical site visitor and the student. Ongoing feedback is best, but at a minimum, feedback is necessary midway through and at the end of the preceptorship hours. In the event that more than one preceptor works with the student over time, the preceptor team should collaborate to provide faculty and student with feedback. Preceptors are also asked to advocate for students in obtaining valuable off-unit learning experiences.

I have read the above goals, guidelines & and agree to commit to them as they have been outlined above.

Student

Date

Preceptor

Date