



**Idaho State University
School of Nursing**

**Undergraduate Nursing Program
Clinical Nurse Preceptor Guidelines
2011 - 2012**

Idaho State University
School of Nursing

Preceptored Learning Experiences

The faculty at the Idaho State University (ISU) School of Nursing believes that nursing is a relationship centered care activity and students need to learn new skills and behaviors in a variety of diverse health care settings. The ability to establish and maintain relationships with clients, families, other health providers and the community are key attributes for successful professional nurses. According to the Pew Commission Report of the Pew-Fetzer Task Force on Advancing Psychosocial Health Education, “Health Professions Education and Relationship-Centered Care” (1994), the authors note there is value in linking baccalaureate nursing education to the diverse practice environments and professional nurse clinical preceptors. Linking students to diverse practice settings and clinical experts assures baccalaureate students are provided a solid understanding of the value of building and sustaining relationships with others. It is the responsibility of educators to provide students with training and clinical practice opportunities which allow students to actively participate with nursing care, leadership and management, quality improvement, care coordination, communication and problem-solving and decision making activities in acute and community based health care settings.

At the ISU School of Nursing, student learning experiences are provided along a continuum of learning and clinical care opportunities. Early learning experiences are intensely supervised with frequent and immediate feedback from faculty. As the student progresses and has more skill and abilities, the experiences become more inter-dependent with the student working one-on-one with clinical nurse preceptors and the faculty serving as a watchful guide and resource person for student learning experiences. As the student progresses toward completion of their program, the student, faculty and clinical preceptors work in partnership to provide clinical learning opportunities that allow the student to actively participate as a valued member of the health care team. In the senior year of study, students work with clinical nurse preceptors in a variety of settings who assist them with developing new skills and relationships within the health care organization. This type of learning provides each student with the skills and abilities to be successful as a generalist practice nurse.

Core Attributes

There are seven core attributes that support learning experiences for ISU nursing students and they are critical thinking, leadership, technological competence, effective communication, population-based health, professional behavior, and clinical practice. Each learning experience has been developed to address these competencies to assure students have a comprehensive understanding of the relationships between clients, families and communities and the global health care system.

1. **Critical thinking** is the use of skills and abilities to make decisions based on the identification of measurements, reason, analysis, integration and synthesis of nursing solutions, and to solve problems by incorporating evidence-based practice and research findings in evaluating effective strategies for the delivery of quality care. Key concepts essential for developing critical thinking include inquiry, analysis, critical and creative thinking; methods for evaluating health resource literature; evidence-based practice;

- nursing research process and ethical conduct in research; knowledge integration with integration of knowledge and practice; and ability to problem solve and make decisions.
2. **Leadership** is the ability to use individual traits and personal power to interact constructively with clients, families and communities; to guide interdisciplinary groups to solve healthcare problems; and to build relationships and work with partners to empower others to set and achieve realistic goals. Inherent to leadership is the notion that the process requires adaptation along the way as environmental changes occur and new knowledge emerges. Key concepts essential for developing leadership abilities include understanding of economics; the ability to create an environment of inclusion, teamwork, interprofessional understanding and interdisciplinary collaboration; health care policy; legal issues; quality improvement with understanding of workflow and process improvement; safety and systems analysis.
 3. **Technological competence** includes understanding of a broad range of technology requirements that are needed for nurses in today's complex society. This technology encompasses both advances in health care science and health information technology that will result in increased client care options and a greater demand for management of health care information. Key concepts essential for developing technological competence include emergent technologies and information technology.
 4. **Effective communication** is the ability to use verbal, non-verbal, and written communication strategies to enable student to facilitate professional and therapeutic relationships with peers, faculty, staff, clients, families, communities, and other health care professionals. Key concepts essential to developing effective communication include advocacy, client education, collaboration, information literacy, human interface and health literacy.
 5. **Population-based health** encompasses several broad categories and include the ability to develop partnerships to work effectively to provide health promotion, risk-reduction and disease prevention education, screening, and surveillance services for clients, families, communities and other health care professionals. The goal of health promotion is to assist individuals, families and communities to achieve optimal levels of health and well-being. Key concepts essential for promoting the health of individuals and populations include rural health care; health promotion, risk reduction and disease prevention with interventions appropriate to primary, secondary and tertiary levels of health; community based care; cultural dimensions of practice, intercultural competence, and cultural assessment, awareness, and sensitivity; nature of the global society; gerontology; health disparities; mental health and care of individuals with addictions; poverty; underserved populations; end-of-life issues; human growth and development; complementary and alternative medicine; and interprofessional and community collaboration.
 6. **Professional behavior** includes a broad range of intellectual and emotional skills and abilities that allow the student to fully engage and experience the expectations of professional nursing practice. Key concepts essential for the development of professional behaviors include caring, ethical reasoning, genetics and genomics, service, social justice, values, and a commitment to lifelong excellence.
 7. **Clinical practice** is the ability to learn basic nursing science information; demonstrate competence in the care of clients, families, and communities; provide comprehensive health assessment for clients and communities in all settings and interpret significant assessment findings; and share this information verbally and in writing. Key concepts

essential for developing clinical practice skills include the ability to observe and understand interactions needed for the provision of exceptional care.

Clinical Nurse Preceptors

Clinical nurse preceptors are a valued member of the ISU School of Nursing educational team and preceptors are selected to assist each student to achieve success with learning. Clinical nurse preceptors must have a baccalaureate degree in nursing or significant documented clinical experience in their area of practice. The preceptor is asked to provide input into student performance, but the final evaluation of student experiences is provided by the faculty. Clinical nurse preceptors must have exceptional communication skills, willingness to participate in the teacher role, clinical competence, and demonstrate leadership qualities. The following are criteria are used by faculty and in consultation with nursing administrators for selection of clinical nurse preceptors for baccalaureate nursing students:

Exceptional Communication Skills

1. Knowledgeable of the work environment and client care requirements.
2. Keen understanding of the decision-making process and able to verbalize the process used for decision making.
3. Able to answer questions clearly.
4. Openness to diverse and conflicting ideas.
5. Able to link concepts to see the “big picture.”
6. Desire to teach and willingness to share knowledge.
7. Able to use humor effectively and appropriately.

Willingness to Participate in the Teacher Role

1. Fair minded and thoughtful.
2. Serves as a role model.
3. Encourages new learning opportunities.
4. Supports personal growth and development in the student.
5. Accurately assesses the student skills and abilities.
6. Sensitive to the needs and abilities of the student.
7. Provides meaningful feedback.

Clinical Competence

1. Provides quality client care, care coordination, and/or nursing leadership/management.
2. One year of professional nursing experience.
3. Satisfactory performance evaluations.
4. Participates in continuing education.
5. Demonstrates skillful interactions with students, clients, families, colleagues and community.
6. Organized and clear in work habits and assignments.

Leadership Qualities

1. Able to cope with work setting ambiguities.
2. Emphasizes problem-solving and use of effective change processes.

3. Willingness to work with faculty coordinator and openly discuss learning needs and abilities of the student.

Idaho State University
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Preceptor Profile

NAME _____

POSITION _____ How long have you worked in this position _____

AGENCY _____

ADDRESS _____

WORK TELEPHONE NUMBER _____ OTHER NUMBER(S) _____

What is your highest level of education?

_____ Diploma Nursing Program _____ Associate Degree Nursing Program
_____ Baccalaureate Nursing Program _____ Master's Degree

Are you currently licensed to practice in the State of Idaho?

_____ Yes
_____ No

If yes, how many years have you been licensed in the State of Idaho _____

Have you received further education in nursing beyond your initial preparation?

_____ Yes
_____ No

If yes, indicate the nature of the education and degrees or certificates earned:

Please list current memberships in profession nursing organizations:

Please describe your nursing experiences over the previous two years:

Please describe any experience you have had in teaching:

Please describe your areas of clinical interest and experience:

Please Return To:

Faculty Name: _____
Course Name: _____

Clinical Nurse Preceptor Profiles should be reviewed and updated every 2 years, if the preceptor is not used on a regular and ongoing basis.

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Student Requirements for Preceptored Learning Experiences

All students are required to complete _____ hours in clinical activities over the course of the semester. _____ hours will be completed in a health care settings and each student will work directly with an assigned clinical nurse preceptor.

Each student will forward to the faculty coordinator a calendar which outlines dates and times when clinical hours will be completed. If a student cannot obtain a schedule through the entire clinical rotation period, the student may provide weekly updates to the faculty coordinator. The faculty coordinator must approve use of the weekly update.

Initial written schedules are due to the course faculty no later than two days before the first scheduled clinical day. Failure to the clinical schedule in a timely manner will result in placement of the student on unsafe practice (See ISU School of Nursing Undergraduate Student Handbook).

No student can participate in a learning experience with a clinical nurse preceptor for more than 40 hours a week or more than a 12-hour shift per day. All students will be required to keep a calendar of days and hours spent in the clinical setting on the Clinical Experience Log. Each clinical experience must be signed by the student and co-signed by the clinical nurse preceptor. The Clinical Experience Log will be submitted weekly to the faculty coordinator.

Students are to follow the dress code established by the ISU School of Nursing. If a students is going into the facility to work on class projects or to obtain information about clients or other learning related experiences, he/she must have wear the appropriate uniform or a lab coat with a name tag.

Students are to keep a daily journal of activities. Specific objectives of the course should be addressed in the journal in relationship to clinical activities in which the student is involved. The journal will be collected as specified by the faculty coordinator. The student is responsible for keeping the faculty coordinator informed of all schedule changes.

If a student is required to complete an incident report during clinical practice, the faculty coordinator must be notified IMMEDIATELY. The student is expected to complete the incident report per facility policy and sign the form. The clinical nurse preceptor must co-sign the incident report. Students who fail to report an incident will be placed on unsafe practice.

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Clinical Experiences Log

Course Name: _____

Faculty Name: _____

Student Name: _____

Date	Facility	Unit	Time In	Time Out	Student Signature	Clinical Nurse Preceptor Signature
Date	Facility	Unit	Time In	Time Out	Student Signature	Clinical Nurse Preceptor Signature
Date	Facility	Unit	Time In	Time Out	Student Signature	Clinical Nurse Preceptor Signature
Date	Facility	Unit	Time In	Time Out	Student Signature	Clinical Nurse Preceptor Signature
Date	Facility	Unit	Time In	Time Out	Student Signature	Clinical Nurse Preceptor Signature
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Date	Facility	Unit	Time In	Time Out	Student Signature	Clinical Nurse Preceptor Signature
Date	Facility	Unit	Time In	Time Out	Student Signature	Clinical Nurse Preceptor Signature

Comments:

Idaho State University
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Student Evaluation of Clinical Nurse Preceptor

Name of Student _____

Name of Preceptor _____

Facility _____

Date _____

On a scale of 1-5, please rate your preceptor, with a score of “1” indicating poor, “3” indicating average, and a “5” indicating exceptional.	
Communication Skills <ol style="list-style-type: none"> 1. Knowledgeable of the work environment and client care requirements. 2. Keen understanding of the decision-making process and able to verbalize the process used for decision making. 3. Able to answer questions clearly. 4. Openness to diverse and conflicting ideas. 5. Able to link concepts to see the “big picture.” 6. Desire to teach and willingness to share knowledge. 7. Able to use humor effectively and appropriately. 	Score _____
Willingness to Participate in the Teacher Role <ol style="list-style-type: none"> 1. Fair minded and thoughtful. 2. Serves as a role model. 3. Encourages new learning opportunities. 4. Supports personal growth and development in the student. 5. Accurately assesses the student skills and abilities. 6. Sensitive to the needs and abilities of the student. 7. Provides meaningful feedback. 	Score _____
Clinical Competence <ol style="list-style-type: none"> 1. Provides quality client care, care coordination, and/or nursing leadership/management. 2. One year of professional nursing experience. 3. Satisfactory performance evaluations. 4. Participates in continuing education. 5. Demonstrates skillful interactions with students, clients, families, colleagues and community. 6. Organized and clear in work habits and assignments. 	Score _____
Leadership Qualities <ol style="list-style-type: none"> 1. Able to cope with work setting ambiguities. 2. Emphasizes problem-solving and use of effective change processes. 3. Willingness to work with faculty coordinator and openly discuss learning needs and abilities of the student. 	Score _____

Things to consider as you evaluate your preceptor:

The Preceptor as a role-model;

1. How many times did your preceptor meet with you, and did he/she allow you an exchange of feedback?
2. Did you feel there was open communication and trust between you and your preceptor?
3. Were you offered support? How?

The Preceptor as a resource person;

1. Willingness to share his/her expertise.
2. Demonstration of facility procedures, protocol, etc. when appropriate.
3. Assistance in finding other resources when appropriate.
4. Clarity of demonstrations and explanations.

The Preceptor as a Teacher;

1. Orientation by preceptor to the unit/clinical area assigned.
2. Introduction to the staff.
3. Discussion of each other's expectations of the learning experience.
4. Did you feel accepted? Did you feel like part of the staff?
5. Did your preceptor analyze with you, the meaning of your objectives?
6. Was your preceptor able to provide useful and interesting experiences to meet your objectives?

The Preceptor as a Leader;

1. Did you feel your preceptor provided you appropriate supervision?
2. Did he/she have regular conferences with you? Did you feel they were helpful/satisfactory?
3. Did she/he encourage self-initiation, individuality, self-expression and self-evaluation? How?
4. Describe in what ways he/she excelled as a preceptor, provide recommendations, if any, for enhancing the student/preceptor relationship.

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Preceptor Evaluation of Student

N 4418 L**Leadership and Management in Nursing**

Application of leadership and management theories to prepare professional nurses to function in health care settings.

Course Outcomes

Upon completion of the course, the student will:

1. Collaborate with health care professionals in the delivery of quality care to clients in a variety of settings.
2. Apply decision making, problem solving, and delegation skills in delivering holistic health care to clients.
3. Create a plan for leadership and innovation in the care of clients.
4. Apply evidence based data to improve the care of clients in the community, acute care or other health care settings while maintaining legal, ethical and cultural parameters.
5. Critique political influences and related economic impacts on health care systems.
6. Critically analyze philosophical perspectives applied to client practice.

Student Name _____

Name of Preceptor _____

Facility _____

Date _____

Please evaluate your student using the following criteria:	Yes	No	N/A
Communication, Collaboration and Coordination Student is able to collaborate with health care professionals to assure appropriate care is provided to clients.			
Decision-making, Problem Solving, and Delegation Student is able to apply decision making, problems solving, and delegation skills in the delivery of holistic health care to clients and families.			
Leadership and Innovation Student is able to provide leadership for the care of clients, families and communities.			
Evidence Based Nursing Information Student is able to apply evidence based data to improve the care of clients in the community, acute care and other health care settings.			
Legal, ethical and culturally competent care Student is able to provide care in a legal, ethical and culturally competent manner.			
Political Influences and Economic Impacts Student expresses understanding of political and economic influences that impact health care delivery.			

Comments:

Idaho State University School of Nursing
Clinical/Practicum Site Assessment

Course Title _____

Name of Clinical Site _____

Administrative Contact Name and Title _____

Phone Number _____

Fax Number _____

Email Address _____

Date of Site Visit _____

Select One: Initial Site Visit _____ Ongoing Site Visit _____

Affiliation Agreement Contact Name _____

Phone Number _____

Fax Number _____

Email Address _____

Address _____

Affiliation Agreement in Place Effective Dates _____ to _____

Affiliation Agreement Initiated Date _____

Evaluation of Site (comments about the effectiveness of the site):

Preceptor Evaluation (course specific based on the needs of students and outcomes):

Other Types of Providers Used for Facilitated Learning Experiences (course specific comments about student learning and outcomes):

Faculty Signature _____ Date _____

Course Name: _____

Clinical/Practicum Site Assessment should be reviewed and updated every 2 years, if the site is not used on a regular and ongoing basis.