

CONCORDIA COLLEGE-NEW YORK
DIVISION OF NURSING

PRECEPTOR HANDBOOK
FALL, 2010

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010
CONTENTS

Program Mission, Goals, Philosophy, Student Learning Outcomes.	3
Curriculum Plan.	5
Course Descriptions.	6
Course Syllabus: NUR 452 Transition to the Professional Nurse Role.	10
Overview of the Preceptorship Program.	12
Responsibilities of Student.	14
Responsibilities of the Preceptor.	14
Responsibilities of the Faculty.	15
Forms:	
○ Guidelines for Individual Learning Plan.	16
○ Guidelines for Weekly Journal.	16
○ Preceptor Data Sheet.	17
○ Student Data Sheet.	18
○ Preceptor Evaluation of Preceptor Experience.	19
○ Student Evaluation of Preceptor Experience.	21
○ Faculty Evaluation of Preceptor Experience.	22
○ Faculty/Preceptor and Student Self-Evaluation.	24
Additional Readings:.	25
○ Seldomridge, L., & Walsh, C. (2006). <i>Evaluating student performance in undergraduate preceptorships</i> , Journal of Nursing Education. 45, 5: 169—176	

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

Mission Statement

The mission of the Concordia College Division of Nursing is to provide quality baccalaureate education in nursing in a values-oriented, faith based atmosphere to prepare individuals called to nursing for entry into professional nursing practice .

The goals of the Division are to prepare nurses to integrate knowledge from a variety of disciplines and sources to deliver authentically compassionate care, develop spiritual and cultural competence in nursing care delivery, engage in bold nursing and health care leadership, advocate for health promotion and disease prevention and embrace the value of learning for life..

Philosophy

Members of the Division of Nursing believe that health is a requirement for human self actualization. Humankind requires a state of health for a full and complete life. Health is defined as a state of wellness, not just the absence of disease, with the capacity to “use well every power we have” (Nightingale).

We believe that human beings are part of and cannot be separated from their environment. Therefore, human beings and their environment are in a constant state of mutual interaction. The health of the human-environment entity is the subject of nursing.

The profession of nursing is charged by society with the maintenance of health, the prevention of disease, reduction of disease risk and care of the individual seeking to achieve a state of health. *Nursing’s Social Policy Statement (2003)* provides the Division with the definition of nursing: “Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. Nursing care refers to the provision of any and all services which protect, promote and optimize health, and prevent and/or alleviate disease. In accordance with Henderson’s classic perspective on nursing we believe that nurses fulfill their social mandate by doing “for others what they would do for themselves if they had the strength, the will and the knowledge. . . .the nurse makes the patient independent. . .as soon as possible”. Professional nursing practice requires implementation of the nursing process, culturally and spiritually sensitive intervention, and evaluation of care. Nurses must be prepared to apply analytical skills in a variety of settings and assume a multitude of roles within the health care system.

The nursing program at Concordia recognizes and values the holistic nature of individuals, families, and populations entrusted to the care of nurses. We believe that central to every successful nurse-patient encounter lies an appreciation for the sanctity of human dignity.

The members of the Division of Nursing believe that nursing education must occur in a supportive environment that empowers nurses to be confident, competent clinicians who possess the capacity to assume bold leadership in the health care industry. Nursing

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

education is an active and collaborative endeavor between expert teacher/clinician and student. Adherence to this value requires members of the Division to cultivate and support faculty/student collaboration and mentoring and respect students as individuals with unique skills and learning needs.

Effective nursing education can be delivered only by clinically competent nursing educators. Faculty model this value by maintaining clinical competence, engaging in continuous self-education and relationships with colleagues and contributing to the ever evolving body of nursing knowledge.

We believe that the faculty, students and graduates of the Concordia College Nursing program must meet the professional standards set forth in The American Association of Colleges of Nursing's Essentials of Baccalaureate Education; the ANA Scope and Standards of Practice; the ANA Code for Ethics for Nurses with Interpretive Statements; and Nursing's Social Policy statement. The AACN's Essentials of Baccalaureate Education provides the core structure for the curriculum. The program is designed to build on liberal education, develop professional and values-based behaviors; expand and hone critical thinking and communication skills; develop technical skills; teach core nursing knowledge; and, facilitate development of the students' role as a member of the profession of nursing.

Program Objectives

Graduates of the Concordia College Department of Nursing will be able to:

1. integrate concepts from the liberal arts, physical and social sciences with nursing theory, and practice to provide safe, competent, quality care;
2. demonstrate appropriate leadership behaviors in nursing that promote health, safety and quality and foster change;
3. analyze evidence from a variety of sources for legitimacy and pertinence to nursing care;
4. implements evidence-based nursing interventions;
5. manage information from a variety of venues eg. liberal arts, sciences, research, culture, health information technology, effectively when implementing the nursing process;
6. analyze health care and public policy that affects professional nursing;
7. deliver competent and compassionate nursing care within an interdisciplinary health care team;
8. demonstrate effective oral, written, electronic and nonverbal communication with patients and members of the interdisciplinary team in the delivery of nursing care.
9. facilitate health promotion, disease prevention and risk reduction;
10. demonstrate core professional nursing values of altruism, autonomy, respect for human dignity, integrity and social justice in the delivery of nursing care;
11. practice in accordance with ethical and legal principles which embrace the sanctity of human dignity;
12. provide culturally and spiritually competent care to diverse patient populations;
13. designs clinical interventions utilizing critical thinking;

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

14. engage in life-long learning and continuous professional development.
Curriculum Plan

Course	Credits	Semester
NUR 311 Critical Thinking in the Clinical Management of Patients	4	1 st Fall
NUR 312 Health Assessment	3	1 st Fall
NUR 314 Care of the Adult Patient I	4	1 st Fall
NUR 321 Pathophysiology/Pharmacology I	3	1 st Fall
NUR 341 Prevention, Health Promotion and Risk Reduction	2	1 st Fall
NUR 315 Care of the Adult Patient II	4	2 nd Spring
NUR 316 Care of the Older Adult	4	2 nd Spring
NUR 322 Pathophysiology/Pharmacophysiology II	3	2 nd Spring
NUR 341 Contemporary Issues in Nursing	2	2 nd Spring
NUR 342 Spiritual and Cultural Competence in the Delivery of Nursing Care	3	2 nd Spring
NUR 411 Nursing Care of Women and Children	4	3 rd Summer
NUR 412 Nursing Care of Children	4	3 rd Summer
NUR 431 Research, Theory and Evidence Basis for Practice	3	3 rd Summer
REL 252 World Religions	3	3 rd Summer*
REL 111 Narrative of Sacred Scripture	3	3 rd Summer*
NUR 413 Psychiatric Mental Health Nursing	3	4 th Fall
NUR 414 Nursing Care of Aggregate Populations	3	4 th Fall
NUR 451 Nursing Leadership	3	4 th Fall
NUR 452 Transition to the Professional Nursing Role	3	4 th Fall

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

Course Descriptions

NUR 311 Critical Thinking in the Clinical Management of Patients

This foundational course will focus on decision making in the clinical setting based on core nursing knowledge and basic nursing skills. Students will learn application of the nursing process to the management of basic human needs. This first clinical course will utilize both simulated and actual client situations. (Fall, Semester 1: 4 credits, 4 hrs. lecture, 12 hrs. lab/clinical)

NUR 312 Health Assessment

This course provides students with the theoretical knowledge and clinical skill necessary for comprehensive and systematic collection of subjective and objective patient data. Students will learn to develop a data base through collection of a health history and performance of a physical assessment. The emphasis of this course is on the differentiation between normal and abnormal findings. This course includes a laboratory experience which will provide the students with the opportunity to refine clinical assessment skills and synthesize the components of the health history and physical assessment findings. (Fall, Semester 1: 3 credits, 2 hours lecture, 3 hours lab)

NUR 314 Nursing Care of the Adult I

This course is the first in a two course series which focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management and therapeutic interventions for adults with actual or potential alterations in fluid balance, and cerebral function, elimination, and cardiac output will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community. (Fall, Semester 1: 4 credits, 4 hrs. lecture, 12 hrs lab/clinical)

NUR 315 Nursing Care of the Adult II

This course is the second in a two course series which focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management and therapeutic interventions for adults with actual or potential alterations in metabolism, mobility, oxygenation, immunity and reproduction will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community. (Spring, Semester 2: 4 credits, r hrs. lecture, 12 hrs lab/clinical)

NUR 316 Nursing Care of the Older Adult

This course focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the older adult patient. Concepts which address prevention, health promotion, disease management and therapeutic interventions for older adults will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the older adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of older adults within the context of their families and community. (Spring, Semester 2: 4 credits, r hrs. lecture, 12 hrs lab/clinical)

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

NUR 321 Pathophysiology and Pharmacology I

This course explores concepts in pathophysiology and their use in implementation of the nursing process. Common pathophysiologic processes are discussed in conjunction with recent research. The interrelationships between clinical pathophysiology and basic physiology and genetics are emphasized. (Fall, Semester 1: 3 credits)

NUR 322 Pathophysiology and Pharmacophysiology II

This course is designed to provide students with an overview of the pharmacologic treatment of pathology. General principles of pharmacology, pharmacokinetics and pharmacodynamics will be covered. Major classification of drugs used therapeutically will be presented. Pharmacologic agents used in the treatment of major physiologic systems will be discussed. Utilizing a prototype drug approach, this course will emphasize comprehension over memorization.
(Spring, Semester 2: 3 credits)

NUR 331 Prevention, Health Promotion and Risk Reduction

This course focuses on national goals for the promotion of health, the prevention of disease and the maintenance of health. Issues of chronicity and management of chronic illness within a context of health will be explored. National initiatives such as Healthy People 2010, the Institute of Medicine's quality initiatives and health/illness projections for the 21st century will be examined for their implications on the health of individuals and the nation. Students will explore their own values and beliefs about health and illness.
(Fall, Semester 1: 2 credits)

NUR 341 Contemporary Issues in Nursing

This course is designed to introduce the student to the professional nursing role through the critical examination of current trends and issues influencing nursing care delivery. Legal, ethical and local and global health care issues will be discussed and analyzed. Current issues affecting the health care of Americans and implications for professional nursing will be evaluated. (Spring, Semester 2: 2 credits)

NUR 313 Acute Care of the Adult and Aging Patient

This course focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management and therapeutic interventions for adults will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community. (Spring, Semester 2: 8 Credits, 4 hours lecture, 12 hours clinical)

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

NUR 342 Spiritual and Cultural Competence in Nursing Care Delivery

This seminar course introduces students to frameworks designed to develop cultural and spiritual competencies in managing patients. The course will focus on the development of skills to identify and deal with a diversity of cultures and approaches to spirituality encountered in the delivery of nursing care. (Spring, Semester 2: 3 credits)

NUR 431 Research, Theory and Evidence Basis for Nursing Care

This course focuses on the theoretical and research foundations of nursing care. Research methodologies and theories from nursing and other disciplines will be used to demonstrate the basis for nursing care and the creation of nursing knowledge. Students will be introduced to the process of scientific inquiry in nursing and nursing theory development. Current nursing research will be discussed in relation to key theories explaining phenomena relevant to nursing practice. Critical analysis of published research studies with regard to implications for clinical practice. (Summer, Semester 3: 3 credits)

NUR 411 Nursing Care of Women and the Childbearing Family

This course focuses on the development of theoretical knowledge and clinical skills involved in the continuum of nursing care of women and the family from pre-conception, through pregnancy, delivery, post-partum and neonatal periods. Concepts which address prevention, health promotion, disease management and therapeutic interventions for women and the childbearing family will be addressed. Health issues and disease processes commonly experienced by women and the childbearing family will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of women and the childbearing family and their communities. (Summer, Semester 3: 4 credits, 2 hours lecture, 6 hours clinical)

NUR 412 Nursing Care of Children

This course focuses on the development of theoretical knowledge and clinical skills involved in managing the health care of children in acute care and community environments. Concepts which address prevention, health promotion, disease management and therapeutic interventions for children will be addressed. Health issues and disease processes commonly experienced by children will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of children and their families within the context of their communities. (Summer, Semester 3: 4 credits, 2 hours lecture, 6 hours clinical)

NUR 413 Psychiatric Mental Health Nursing

This course focuses on needs/problems of individuals/families with a focus on assisting them to promote, maintain, restore and promote mental health and well-being. Psychological alterations in health, which affect individual/families, are discussed. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care. (Fall, Semester 4: 3 credits, 2 hours lecture, 6 hours clinical)

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

NUR 414 Nursing Care of Aggregate Populations

This course focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the patients in their communities. A population focus is used to address the needs of aggregates. The role of the nurse in caring for the community as patient will be emphasized. Clinical experiences are provided in a variety of community health settings. (Fall, Semester 4: 3 credits, 2 hours lecture, 6 hours clinical)

NUR 451 Nursing Leadership

This course focuses on the development of professional nursing leadership skills. Theories of leadership, management, change, and delegation will be reviewed and applied to nursing and health systems. Students will explore the influence of culture, gender, age and other variables on leadership styles. Emphasis will be placed on concepts of collaboration, the interdisciplinary nature of the health care team and case management. (Fall, Semester 4: 3 credits)

NUR 452 Transition to the Professional Nursing Role

This capstone clinical course focuses on the integration and application of theory, research, evidence, critical thinking and psychomotor skills in a mentored practicum. Students will have the opportunity to synthesize the roles and functions of the professional registered nurse. Professional registered nurse preceptors and faculty mentors guide the student through this four week intensive clinical immersion experience. (Fall, Semester 4: 3 credits, 144 clinical hours)

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

Course Syllabus

COURSE NO. AND TITLE: NUR 452 Transition to the Professional Nursing
CREDITS: 3 credits (144 Clinical Hours)
PREREQUISITES: All Nursing Courses
COURSE COORDINATOR Dr. Patricia Hunt-Slamow
patricia.slamow@concordia-ny.edu
(914) 337-9300 ext. 2281 Cell 917-589-9441

FACULTY: Dr. Patricia Hunt-Slamow
Patricia.slamow@concordia-ny.edu
Ms. Donna-Rolin Kenny
Donna.kenny@concordia-ny.edu
Ms. Sarit Orlofsky
Sarit.Orlofsky@concordia-ny.edu

PLACEMENT IN CURRICULUM: Fourth Semester

COURSE DESCRIPTION: This capstone clinical course focuses on the integration and application of theory, research, evidence, critical thinking and psychomotor skills in a mentored practicum. Students will have the opportunity to synthesize the roles and functions of the professional registered nurse. Professional registered nurse preceptors and faculty mentors guide the student through this four week intensive clinical immersion experience.

OBJECTIVES:

Upon successful completion of the course, the student will be able to:

1. Evaluate evidence from physical and social sciences and nursing to the care of patients and their communities,
2. Utilize the nursing process in all decision making, ;
3. Design safe and effective therapeutic interventions based on sound evidence and best-practices;
4. Formulate appropriate therapeutic interventions that will promote health and prevent disease in populations;
5. Prioritize nursing interventions to meet patient and system needs;
6. Implement therapeutic interventions competently and with precision;
7. Evaluate leadership skills;
8. Delegate components of nursing care appropriately;
9. Exhibit culturally and spiritually sensitive behavior with patients and members of the interdisciplinary team in the development and provision of care;
10. Participate as a member of the interdisciplinary health care team;
11. Judge social, political and policy issues that health care organizations and systems;
12. Utilize nursing research and best practices to inform practice;
13. Design research questions to inform nursing practice;
14. Defend ethical and legal principles when providing nursing care;
15. Evaluate written and therapeutic oral communication skills;
16. Critique processes and procedures that influence continuous efforts to maintain and improve quality;

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

17. Engage in reflective analysis of the skills necessary for the transition from student to professional role; and,
18. Demonstrate responsibility for one's own learning and professional practice in the delivery of client care.

Evidence of fulfillment of objectives is demonstrated during the clinical experience and documented by the Preceptor and Faculty Mentor on the Student's Evaluation mid-way and at the completion of the Preceptor Experience.

TEACHING/LEARNING STRATEGIES:

Individualized experiential teaching/learning in a clinical agency under the direction of a registered nurse who meets the Concordia College Division of Nursing criteria of a preceptor. Students will provide nursing care to patients under the direct supervision of a clinical preceptor. Students are encouraged to participate in the full spectrum of the professional nursing role e.g. attendance at agency staff development classes, attendance at staff meetings, participation in clinical agency projects.

EVALUATION:

Self Evaluation	P/F
Preceptor Evaluation	P/F
Faculty Mentor Evaluation	P/F

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

OVERVIEW OF THE PRECEPTORSHIP PROGRAM

The Clinical Preceptorship offers a concentrated four week clinical experience which integration of Concordia College’s Student Learning Outcomes with intensive clinical exposure. The hospital setting is a realistic atmosphere in which student has an opportunity to: test and clarify a philosophy of nursing practice, identify clinical knowledge gaps, initiate a plan for self-growth, integrate relevant nursing research, and evaluate their own impact on the collaborative process within the health care team. Clinical practice sites include Jacobi Hospital, Lawrence Hospital Center, White Plains Hospital and Lawrence Hospital Center. Clinical areas of practice for this precepted experience are offered in the following nursing areas: Medical/Surgical; Critical Care; and Maternal Child Health Nursing. Students have been assigned as follows:

Student	Agency	Preceptor	Specialty
Addo, Lawrencia	Westchester Medical Center	Eileen Letsizer-Goldberg	OB
Alves, Paula	Lawrence Hospital Center	Donna Roland-Droland	OR
Bailey, /Deann	Lawrence Hospital	Julie Thomas	Med/Surg
Balingit, Rachel	Westchester Medical Center	Michael D’Amrio	TICU
Becerril, Sandra	Jacobi Medical Center	Diane Russell	NICU
Bernardo, Michelle	Weiler/Einstein Div. of Montefiore	Marcina Lord	Med/Surg
Brennan, Tom	Westchester Medical Center	Lynn Hubert	OR
Catnott, Serena	Jacobi Medical Center	Annette Mullings	OB
Chalfin, Agata	Lawrence Hospital Center	Ann Hay	ER
Centeno, Maricar	Weiler/Einstein Div. of Montefiore	Serah Onwu	Med/Surg
Clohessy, Kevin	Westchester Medical Center	Kathy King	ER
Conklin, Elisa	Hudson Valley Hospital	Sara Pasciolla	Maternal Child
Crane, Susan	Westchester Medical Center	Elsamma Paul	MICU
Curley, Caitlyn	Jacobi Medical Center	Jacqueline Taylor	Med/ Surg
Downing, Sarika	Jacobi Medical Center	R. Hinton	L/D
dosReis, Ryan	Westchester Medical Center	Joanne Bartosh	Pediatrics
Frances, Jenna	Westchester Medical Center	Mariana Altevater	Pediatrics 31
Geoghegan, Robert	Westchester Medical Center	Sandi Tetler	ER
Hall, Nadine	Westchester Medical Center	Elisha Patrick	MICU
Higgins, Tricia	Jacobi Medical Center	Daisy Rivera	PICU
Ho, Rebecca	Jacobi Medical Center	Linda Coverdale	ICU
Hogan, Jolene	Westchester Medical Center	Daniele Kosmolsick	TICU
Joseph, Jestin	Jacobi Medical Center	Valina Harry	ICU
Meija, Ryan	Lawrence Hospital Center	Mandy Fridkin	L/D
Minozzi, David	Lawrence Hospital Center	Althea Bonaparte	Med/Surg
Porzio, Beth	Westchester Medical Center	Mimi Thomas	CCU
Pepe, Fran	Weiler/ Einstein Div. of Montefiore		PACU
Prlesi, Leonard	Jacobi Medical Center	Nadia Jackson	ER
Russo, Lauren	Lawrence Hospital Center	Tisha Thompson	ER
Selveraj, Sharmila	Lawrence Hospital Center	Alwin Alquiros	ICU
Shkreli, Donna	Westchester Medical Center	Andrew Rogers	TICU

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

Student	Agency	Preceptor	Specialty
Simulcik, Richard	Jacobi Medical Center	Athena Brown	SICU
Smith, Eileen	Jacobi Medical Center	Morine Woodhouse	Pediatrics
Wlostowska, Alexandra	Westchester Medical Center	Wanda Castelli	PACU
Zingone, Lisa	Westchester Medical Center	Jodi Scott	OB

Concordia College faculty work with clinical agencies to select registered nurse preceptors. Each student is assigned to a clinical preceptor and at least one faculty member is assigned to each clinical agency where students are being precepted (Concordia College maintains an 8:1 faculty student ratio for clinical supervision). Faculty serve as liaisons between the clinical agency and the college, clinical experts and mentors for students as they explore and master the professional nurse role and for clinical preceptors as they implement and refine their role. Faculty visit students and preceptors at the site on a regular basis and are available for immediate consultation by phone.

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010
ROLES AND RESPONSIBILITIES

Preceptee (Student) Responsibilities: The student will:

1. Adhere to all Concordia College policies.
2. Adhere to all policies and procedures of the clinical agency.
3. Develop learning objectives and a learning plan in collaboration with clinical faculty prior to the beginning of the preceptorship experience.
4. Share learning objectives and learning plan with preceptor at their first meeting.
5. Communicate schedule (and any changes in schedule) to clinical faculty member as soon as they are known.
6. Attend group and individual conferences as scheduled.
participate in activities that facilitate synthesis of the preceptorship experience.
7. Remain with assigned preceptor.
8. In the event of illness or absence, arrange to make-up times with the preceptor (there are no absences permitted during this experience).
9. Complete weekly journals and progress reports and submit them on time.

Preceptor Role and Responsibilities:

Role: A preceptor is an experienced, licensed, preferably baccalaureate prepared professional nurse with demonstrated competence/expertise in a designated nursing area. Preceptors are selected by Concordia College in collaboration with the Nursing Education Department of a clinical agency with which the college has a fully executed clinical affiliation agreement. The role of the Preceptor is provide students with experiences that accomplish the goals of NUR 452 Transition to the Professional Role through facilitation of the translation of nursing theory into practice in a designated clinical area. foster problem solving and decision making skills, promote self-confidence that leads to clinical competencies, collaborate with others, evaluate student performance and maintain open communication between the student and faculty.

Responsibilities: The preceptor will:

1. Mentor undergraduate nursing students as they transition to the professional nursing role;
2. Direct overall goals and objectives for the clinical experience based on student outcome objectives provided by the student in collaboration with Concordia College Nursing Faculty;
3. Identify and discuss the learner's needs in order to meet the course objectives;
4. Assess the nature of particular clinical encounters that will enable the student to meet his/her learning objectives at an appropriate level within the curriculum;
5. Utilize appropriate teaching methods to assist the student in meeting his/her learning objectives and allows each student to experiment with newly learned skills that will build confidence in his/her abilities;

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

6. Direct use of accepted evidenced based best practices and standards of care in the designated clinical area ;
7. Support the student in his/her refinement of interpersonal skills integrating awareness of each individual's cultural and spiritual values;
8. Alert the student to problem areas with time for corrective learning demonstrations; and.
9. Collaborate with faculty and student in evaluating the student's progress.

Faculty Role and Responsibilities

Role: Clinical faculty hold a minimum of a Masters' degree in nursing and serve as liaisons between the clinical agency, Concordia College and students being precepted. Faculty are employed by Concordia College and meet the criteria to serve as nursing faculty as outlined in the Concordia College Handbook and Nursing Faculty Handbook.

Responsibilities: The faculty will:

1. Verify that the student has demonstrated competencies for the level of progression.
2. Verify student's understanding of the preceptorship experience including: responsibilities, evaluation criteria, learning goals, assignments, and the nature of the preceptorship.
3. Select preceptors according to criteria established by the faculty of the Division of Nursing.
4. Collaborate with students on the development of individual learning objectives and learning plan.
5. Retain final responsibility for approving student learning objectives and learning plan.
6. Meet with students and preceptors before and throughout the precepted experience to clarify roles, individual learning outcomes and evaluate student progress (faculty will meet with student/preceptor a minimum of once weekly during the experience).
7. Maintain accountability for student education and evaluation.
8. Collaborate with the preceptor to evaluate the student's clinical competence and achievement of course and personal learning outcomes.
9. Provide feedback to the preceptor on the effectiveness of the learning experience.
10. Provide the preceptor with an opportunity to evaluate the preceptorship experience.
11. Assume responsibility for all documentation, e.g. student evaluations, preceptor evaluations, student evaluation of clinical agency, preceptor evaluation of experience.

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

GUIDELINES FOR INDIVIDUAL LEARNING PLAN

Student: _____

Faculty Mentor: _____

Preceptor and Clinical Unit/Specialty: _____

Learning Statement:

Individual Learning Outcomes: By the end of this precepted experience, I will be able to:

- 1.
- 2.
- 3.
- 4.

GUIDELINES FOR WEEKLY JOURNAL

Student: _____

Faculty Mentor: _____

Preceptor and Clinical Unit/Specialty: _____

My Goals for the Week are to:

Strategies I will use to achieve goals:

Course Outcome goals fulfilled by these activities:

Evaluation of Goals: (Identify specific examples of how goals were achieved and the resources used to achieve them.)

Problems/concerns encountered this week.

Skills completed/perfected.

Issues to discuss with Instructor/Preceptor

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010
PRECEPTOR DATA SHEET

Name _____ Date: _____

Agency: _____

Unit: _____ Unit Telephone # _____

Educational background; areas of specialty; certifications: (may attach resume): _____

Preferred Mailing Address:

Preferred Telephone Number: _____

E-mail: _____

Have you served as a preceptor for a nursing student in the past? ____ yes ____ no

How did you learn about being assigned a nursing student for preceptorship?

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

STUDENT (PRECEPTEE) DATA SHEET

Student: _____ E-Mail _____

Phone: _____ Cell or message phone: _____

Unit/Hospital currently working: _____

Residence during preceptorship:

Address: _____

City, State, Zip: _____

Person to Notify in case of Emergency:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____

Relationship: _____

Assigned to:

Faculty: _____

Cell phone: _____ E-mail: _____

Preceptor: _____ Agency: _____

Unit: _____

Telephone number of unit: _____

Pager: _____ Email: _____

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

STUDENT EVALUATION OF PRECEPTORSHIP

My Preceptor is: _____ Agency: _____

Date: _____

Key	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
<i>The PRECEPTOR is:</i>					
1. Knowledgeable					
2. Able to communicate effectively with me and my coworkers.					
3. Able to provide consistent, constructive feedback					
<i>CLIENT ASSIGNMENT</i>					
4. Included acuity level appropriate to meet my learning experience.					
5. Assigned to me with consideration for my learning needs.					
<i>ASSUMPTION OF RESPONSIBILITY: During the preceptorship, I was:</i>					
6. Offered assistance and guidance when I needed it.					
7. Given independence appropriately based on my knowledge and experience.					
8. Given increasing responsibility at a rate appropriate for my learning needs.					
<i>COMMUNICATION: During the Preceptor experience, I:</i>					
9. Had the opportunity to discuss my learning needs/experiences with my preceptor.					
10. Received consistent and constructive feedback regarding my performance					
<i>OVERALL LEARNING EXPERIENCE</i>					
11. A variety of learning experiences were available to me, i.e., nursing procedures, specialty classes, meetings.					
12. Consistent support was available from nursing staff.					
13. Felt under-supervised					
14. Felt over-supervised					
15. The experience will help me in my future professional role.					
<i>NURSING FACULTY</i>					
16. Readily available when needed.					
17. Supportive of my learning experience.					

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

Experiences most beneficial for professional growth:

Experiences least beneficial for professional growth:

Additional Comments:

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010
FACULTY EVALUATION OF PRECEPTORSHIP

Student: _____

Preceptor: _____ Agency: _____

Key	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
<i>The PRECEPTOR was:</i>					
1. Knowledgeable					
2. Able to communicate effectively with the student and I.					
3. Provided consistent, constructive feedback					
<i>CLIENT ASSIGNMENT</i>					
4. Included acuity level appropriate to meet student's learning needs.					
5. Assigned with consideration for student's learning needs.					
<i>ASSUMPTION OF RESPONSIBILITY: The preceptor:</i>					
6. Offered assistance and guidance when needed.					
7. Provided independence based on students knowledge and experience.					
8. Gave increasing responsibility at a rate appropriate to student learning needs.					
<i>COMMUNICATION: The preceptor:</i>					
9. Discussed student learning needs/experiences.					
10. Provided consistent and constructive feedback regarding student performance.					
11. Provided me with regular and appropriate consultation and communication.					
<i>OVERALL LEARNING EXPERIENCE</i>					
12. A variety of learning experiences were available.					
13. Consistent support was available from nursing staff.					
14. The clinical unit provided the student with sufficient learning experiences.					
15. Nursing staff were supportive of the preceptorship experience.					
16. This clinical agency should be used for this experience again.					
17. This clinical preceptor should be used for this experience again.					

CONCORDIA COLLEGE—NEW YORK
DIVISION OF NURSING
Preceptor Manual
Fall 2010

Experiences most beneficial for professional growth:

Experiences least beneficial for professional growth:

Additional Comments:

**NUR 452 Transition to the Professional Role
Clinical Evaluation: Preceptorship**

Directions: This evaluation is to be completed by the preceptor and faculty member at the beginning of the third week of the precepted clinical rotation and at the conclusion of the precepted clinical rotation. The evaluation is to be completed by the preceptor assigned to the student, the faculty member and the student. The clinical faculty member is ultimately responsible for the clinical evaluation. (Please use additional paper for comments).

P = Preceptor; F = Faculty; S = Student

1 = Excellent; 2 = Good; 3 = Satisfactory; 4 = Needs Improvement; 5 = Poor/Unsatisfactory

Outcome	Formative			Comments	Summative			Comments
1. Evaluate evidence from physical and social sciences and nursing to the care of patients.								
2. Utilize the nursing process in all decision making.								
3. Design safe and effective therapeutic interventions based on sound evidence and best-practices.								
4. Formulate appropriate therapeutic interventions that will promote health and prevent disease.								
5. Prioritize nursing interventions to meet patient and system needs.								
6. Implement therapeutic interventions competently and with precision.								
7. Evaluate leadership skills.								

**NUR 452 Transition to the Professional Role
Clinical Evaluation: Preceptorship**

Outcome	Formative			Comments	Summative			Comments
8. Delegate components of nursing care appropriately								
9. Exhibit culturally and spiritually sensitive behavior with patients and members of the interdisciplinary team in the development and provision of care.								
10. Participate as a member of the interdisciplinary health care team.								
11. Judge social, political and policy issues that health care organizations and systems.								
12. Utilize nursing research and best practices to inform practice.								
13. Design research questions to inform nursing practice.								
14. Defend ethical and legal principles when providing nursing care.								
15. Evaluate written and therapeutic oral communication skills.								

**NUR 452 Transition to the Professional Role
Clinical Evaluation: Preceptorship**

Outcome	Formative			Comments	Summative			Comments
16. Critique processes and procedures that influence continuous efforts to maintain and improve quality								
a. demonstrate safe practice in implementing care								
b. demonstrate safe practice in performance of procedures.								
c. administer medications safely and correctly								
d. articulates thorough understanding of all medications administered								
17. Engage in reflective analysis of the skills necessary for the transition from student to professional role.								
a. Interact with members of the health care team clearly and appropriately								
b. communicate plan of care to other members of the health care team								
c. demonstrate appropriate verbal and non-verbal communication in all patient interactions								

**NUR 452 Transition to the Professional Role
Clinical Evaluation: Preceptorship**

Outcome	Formative			Comments	Summative			Comments
18. Demonstrate responsibility for one's own learning and professional practice in the delivery of client care.								
a. Independently seeks clinical experiences								
b. Attend all clinical sessions								
c. Arrive on time for all clinical sessions.								
d. Prepare comprehensively for clinical assignments								

**NUR 452 Transition to the Professional Role
Clinical Evaluation: Preceptorship**

Formative Evaluation

Preceptor Comments:

Faculty Comments:

Student Comments:

Student Signature

Date

Preceptor Signature

Faculty Signature

Date

**NUR 452 Transition to the Professional Role
Clinical Evaluation: Preceptorship**

Summative Evaluation

Preceptor Comments:

Faculty Comments:

Student Comments:

Student Signature

Date

Preceptor Signature

Faculty Signature

Date