

**LOUISIANA STATE UNIVERSITY
HEALTH SCIENCE CENTER
SCHOOL OF NURSING
BACCALAUREATE PROGRAM
NEW ORLEANS**

**NURSING 4369
NURSING MANAGEMENT IN HEALTH CARE SYSTEMS**

**PRECEPTORSHIP MANUAL
FOR STAFF NURSE
PRECEPTORS**

SPRING-Fall 2013

The purpose of this manual is to foster communication between students, faculty, and preceptors regarding clinical course requirements, expectations, policies and procedures

GUIDELINES FOR PRECEPTORSHIP PROGRAM OPTION

NURS 4369: Nursing Management in the Health Care System

Introduction

Faculty of the N4369: Nursing Management in the Health Care System course in the LSUHSC BSN Nursing Program presents a preceptorship program option in this course. The option is to participate in the clinical nursing experience component of the course, for Senior II nursing students, in their final semester of the program, with a registered nurse on staff at an agency in lieu of the usual nursing school faculty. The staff nurse, meeting the criteria described in the **PRECEPTOR GUIDELINES**, will act as clinical teacher, guide, and role model to the student, in the clinical setting for the duration of the time assigned for the clinical rotation. The following purpose, goals, objectives, and guidelines apply to this program.

Purpose

Students who have demonstrated strength in utilizing appropriate decision-making, initiative, and accountability in previous course may be afforded and opportunity to practice nursing management skills in a one-to-one nurse preceptor learning situation.

Goals

To fulfill course and clinical objectives in a more reality based atmosphere, providing greater professional nurturance and facilitating transition to the staff nurse role.

To enhance opportunities for clinical experience in the practice of nursing skills, management, and leadership.

To allow a more formal and organized channel for staff registered nurse participation in providing and sharing learning experiences with next generation nurses, and for enhancing their own professional development.

Objectives for students:

1. Meets all course clinical evaluation criteria, and observe the Preceptorship Guidelines.
2. Demonstrates independence from faculty supervision in assuming professional responsibilities in a clinical setting.
3. Describes 3 ways by which the preceptor facilitated the student's adaptation to the individual setting, role expectations, and clinical performance.
4. Critiques the experience offering recommendations, and specific comments.
5. Students will have the preceptor sign daily log sheet at the end of the students shifts.

Responsibilities of Student

1. Agreeable to accept any shift or clinical days of the week assigned.
2. Expresses interest of career option in clinical setting or assigned preceptor, if the setting is a non-medical/surgical type unit.
3. Signs safety agreement.
4. Agrees to contact assigned faculty member each clinical day by phone upon arriving to the designated clinical setting.
5. **Agrees to notify assigned faculty member as soon as possible of any scheduling changes, and of any problems, incidents, or questions concerning scheduling, assignments, or nursing care situations as may occur.**
6. Agrees to meet briefly with assigned faculty member on a weekly basis.

Objectives for Preceptors:

1. Observes the Criteria and Responsibilities of Preceptor.
2. Experiences an opportunity for collegial networking.
3. Describes a learning opportunity and personal goal fulfillment afforded by the experience.
4. Discusses one way in which organizational/leadership role was enhanced by the experience.
5. Critiques the experience offering recommendations and specific comments.
6. Receives gratis appointment to LSUHSC School of Nursing faculty as Adjunct.

Responsibilities of the Preceptor

1. Must be employed as a staff nurse in a local hospital with which LSUHSC School of Nursing has a contract.
2. BSN graduate minimum academic preparation and two (2) years of nursing practice experience, one (1) year of which is in the clinical area where the preceptor experience occurs if a nursing specialty setting.
3. Participation as preceptor is voluntary.
4. Has recommendation and authorization of immediate supervisor.
5. Will be preceptor to only one student per clinical rotation.
6. Agrees to attend a brief orientation session with faculty of approximately 15-25 minutes.
7. Agrees to be available for very brief faculty-initiated contact each student clinical day.
8. Agrees to assign and supervise student in providing nursing care to patients as deemed appropriate using judgment according to accepted nursing standards.
9. Agrees to keep anecdotal notes and to provide input into student clinical evaluation using the clinical evaluation tool provided.
10. Agrees to **notify course faculty if scheduling or assignment changes occur, or if any problems, incidents, or questions concerning the student's performance or attendance should arise.**

Course (N4369) Faculty Responsibilities

1. One faculty member shall be assigned not more than twelve (12) students with preceptors per clinical rotation.
2. Faculty member will:
 - provide orientation to preceptor and student regarding preceptorship.
 - confer with each student and each preceptor on each clinical day in area during the six-week rotation.
 - be available each clinical day by phone (or pager if required), regardless of shift or day of the week. (May be delegated to a different faculty member)
 - write the student clinical evaluation with input from the preceptor.
 - grade all clinical written assignments.
 - assure that students assigned to preceptors meet all the same course requirements as all other students.
 - be responsible for student awareness of personal safety concerns regarding parking, etc., particularly on evening and night shifts.
 - make available preceptor's written input.

Days of week, Shifts allowed, and Time frame of the Clinical Experience

1. Days of the week student available: All days except those that interfere with the student's classes or other clinical times.
2. Shift student available: All
3. Total time frame is 48 hours (Medical Surgical preceptored) and 108 hours (Specialty Area preceptored) clinical hours over a twelve week semester.

Types of Clinical Settings

1. Medical-surgical unit
2. Telemetry
3. Pediatrics
4. Intensive care units (all types)
5. Emergency Departments (adult and pediatric)
6. Skilled Nursing Facility
7. Labor and delivery
8. Oncology
9. Others to be considered, upon request

The development of these guidelines adheres to Title 46 Professional and Occupational Standards, Part XLVII. Nurses Subpart 2. Registered Nurses Section 3541 A. Preceptorship Learning Experiences –rules of the Louisiana State Nurse Practice Act.

POLICIES REGARDING MEDICATIONS AND PROCEDURES

Students may NOT:

- administer blood or blood components.
- administer chemotherapeutic drug intravenously.
- administer hyperalimentation fluids.
- add solutions or drugs to transfusions of blood or blood components, or to hyperalimentation fluids
- access subcutaneous venous access ports.
- remove central intravenous lines.
- perform any procedure or give any medication that is not in accord with policies of the clinical agency.
- take verbal doctor orders, direct or by phone
- work 16 hours shifts.

Students MAY perform the following procedures ONLY WITH direct RN supervision:

- prepare and administer medications.
- prepare IV fluids for administration
- flush central and peripheral IV access lines, catheters.
- start IV access
- any procedure with which the student has had little or no opportunity to perform previously.
- write nurses notes as per agency policy.

Students are REMINDED to:

- check that Medication Administration Record is in accord with doctors orders at all times.
- Read agency policies and procedures regarding procedures about which the student is unsure
- Check patients identity with every medication time, prior to procedures, transfers, on call to surgery or tests.

(Not intended to be a totally comprehensive list, as all possible contingencies cannot be accounted for).

The student's clinical instructor or preceptor has the right of exercising decisions about any nursing functions assigned to the student according to professional judgment in particular nursing situations.

The student is expected to emulate the role of the professional staff nurse to the greatest extent possible.

QUALIFICATIONS AND ROLES OF THE PRECEPTOR

PRECEPTOR QUALIFICATION REQUIREMENTS:

- currently licensed as registered nurse to practice in Louisiana.
- currently certified in Basic Life Support.
- minimal academic preparation is BSN
- minimal two years of experience in nursing specialty where preceptorship takes place.
- recommendation from immediate agency supervisor
- employed as staff nurse in the clinical setting, must be an agency with which LSUHSC has a contract.
- agrees to participate as preceptor to one Senior II nursing student per clinical rotation in a voluntary and unpaid basis.
- agrees to keep anecdotal notes as necessary and to provide input into student's clinical evaluation.
- agrees to attend a brief orientation session, of approximately one hour and agrees to be available for vary brief faculty-initiated contact each student's clinical day.
- agrees to contact course faculty if problems, scheduling changes, incidents, questions, or concerns arise.

FUNCTIONAL ROLES OF THE PRECEPTOR:

- leader
- role model
- communicator
- teacher
- supervisor
- problem-solver
- coach
- advocate
- resource person

DUTIES OF THE PRECEPTOR (Job Description)

This job provides for a registered nurse, in a health care agency staff nurse position, acting as preceptor in a clinical setting for one nursing student per clinical rotation.

% OF TIME	DUTIES AND RESPONSIBILITIES
30%	<p>Provides teaching/guidance in the following areas:</p> <ul style="list-style-type: none"> - organization to the nursing unit - organization of work - prioritization of work - time management - delegation to ancillary personnel and evaluation of that work - collaboration of activities - identification of unit management process - utilization of appropriate communications - facilitation of group process - development of autonomy and leadership ability
40%	<p>Provides teaching/supervision of the following activities:</p> <ul style="list-style-type: none"> - patient assessment - formulation and application of nursing diagnoses in planning nursing care - performance of nursing interventions: <ul style="list-style-type: none"> ▪ administration of medications ▪ performing nursing procedures ▪ client/family teaching ▪ documentation and reporting of nursing care ▪ evaluation of nursing care - compliance with safe practice standards - presentation of one in-service program to unit staff members
12%	<p>Provides input to faculty regarding clinical evaluation of students including daily anecdotal notes, based on the items listed in the Clinical Evaluation tool.</p>
12%	<p>Accepts contact (brief, usually via telephone) with course faculty member each clinical day while student on duty.</p>
2%	<p>Provides input regarding evaluation of the Preceptorship Program.</p>
2%	<p>Attends orientation session presented by course faculty</p>
2%	<p>Notifies course faculty, as soon as possible, in event that any of the following situations arise:</p> <ul style="list-style-type: none"> - an untoward incident/event concerning the student and/or the patient(s) assigned to the student <ul style="list-style-type: none"> - student performance is deficit - student arrives tardy - student is absent

TIPS FOR PRECEPTORS

1. Establish open lines of communication at the onset of the preceptorship experience. This helps to create a non-threatening learning experience for the preceptee. The only stupid question is the one that is never asked.
2. Remember what the world looks like from a student's perspective. Being in a new unfamiliar environment can be anxiety provoking and stressful.
3. Don't assume your preceptor knows everything. Don't assume your preceptee knows nothing. Communicate with the student regarding the student's perceived learning needs.
4. Provide adequate supervision while encouraging independence and critical thinking. Ask your preceptee's opinion.
5. Give positive feedback...even for the little things. This makes it easier to provide constructive feedback later on.
6. Remember it is not so much what you say, but the way you say it. Constructive feedback is very specific, factual, timely, sensitive, and directed at the behavior, not the person.
7. Be patient, flexible, and positive. Remember, you are a role model for the beginner. They will remember you and the way you practice nursing.
8. Evaluate and document the preceptee's positive and negative behaviors throughout the preceptorship. Provide feedback each week to identify strengths and weaknesses. It is important that preceptees be held accountable for their behaviors.
9. Use your resources and teach preceptees to do the same. Your preceptee will appreciate the fact that you do not know everything. Do not be afraid to say, "I don't know. Let's look it up".
10. Seize the opportunity to teach at every corner. Most preceptees have a strong knowledge foundation, but need hands-on experience.

Adapted, with permission, from "T.I.P.S for Preceptors" by Toni Cascio, RN, MN (1995). Performance Based Orientation System: Orientation Workbook. New Orleans: Touro Infirmary.

WORKSHEET FOR EVALUATION OF STUDENT BY PRECEPTOR

Student: _____ Preceptor: _____

Please either comment on the following or indicate a score: 0 = very poor; 1 = minimally; 2 = fair; 3 = good; 4 = excellent

ASSESSMENT:

- follow a routine _____
- includes everything _____
- accurate, relates to nursing diagnoses _____
- follows up with repeat as indicated _____
- other comments _____

NURSING DIAGNOSES:

- considers in documentation _____
- documents any new nursing diagnoses _____
- documents if nursing diagnoses resolved _____
- other comments _____

NURSING INTERVENTIONS:

- actions appropriate _____
- addresses psycho-social concerns _____
- does client/family teaching _____
- proficient in medication administration _____
- proficient in performing procedures _____
- charting complete, accurate, on time _____
- other comments _____

EVALUATION:

- can discuss patient progress at end of shift _____
- checks on outcomes of delegated tasks _____
- other comments _____

SAFETY:

- adequate precautions for side rails, patient assistance with mobility _____
- patient identify (arm bands checked before meds) _____
- check MAR against doctor's orders _____
- other comments _____

DELEGATION:

- to whom _____
- what activity _____
- other comments _____

RESPONSIBILITY/ORGANIZATION SKILLS:

- takes appropriate number and type of patients _____
- arrives and finishes on time _____
- prepared with Patient Care Overview and Time Management Sheets _____
- other comments _____

LEADERSHIP:

- professional appearance, conduct _____
- offers to assist other workers _____
- offers ideas, suggestions _____
- communicates appropriately, assertively _____
- other comments _____

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SAFETY AGREEMENT FOR STUDENTS IN PRECEPTORSHIP PROGRAM (copy)

Whereas you may be required to work evening and/or night shifts to accommodate the assigned Nurse Preceptor's work schedule,

Whereas students may not have previous experience with working these shifts schedules,

Whereas students may not be familiar with the assigned agency and/or the neighborhood where the clinical experience takes place,

Whereas the faculty are particularly concerned about the student's safety, especially since the faculty will not be present and aware of the exact time of the student's arrival or departure from the clinical agency,

The following safety requirements are instituted for students in the Preceptorship Program:

1. The student should park in the hospital parking lot or garage, at the student's own expense when clinical takes place outside the Medical Center of Louisiana or University Hospital areas. When clinical takes place at above named areas, special instructions will be given and should be adhered to. Students should not walk to or from campus after dark.
2. The student should ask the hospital's security department to furnish escort service to and from the student's vehicle, as the situation warrants, e.g. when it is not possible for the student to leave the unit on time when the shift ends at p.m., thus finding the parking area deserted.
3. The student should inform the Nurse Preceptor, Unit Manager, and the faculty member if the safety situation at any time seems threatening in any way.
4. The student should follow all usual safety precautions as reviewed in the Safety Seminar at LSUMC School of Nursing.

I have read and understand and agree to follow the above safety rules.

STUDENT SIGNATURE

DATE

PRINT NAME

EVALUATION OF PRECEPTORSHIP PROGRAM BY PRECEPTOR

4 = ALMOST ALWAYS; 3 = USUALLY; 2 = OCCASIONALLY; 1 = SELDOM; 0 = NEVER

1. I was appropriately oriented to the requirements and expectations of this experience.	4	3	2	1	0
2. The LSUHSC faculty was available for questions and/or problems during this experience.	4	3	2	1	0
3. The LSUHSC faculty was helpful in facilitating this experience.	4	3	2	1	0
4. The hospital facility was helpful in facilitating this experience.	4	3	2	1	0
5. The experience was well planned and developed and met my expectations.	4	3	2	1	0
6. The student was clinically competent and well prepared for this experience.	4	3	2	1	0
7. Other nurses on the unit were accepting, helpful, and provided positive feedback for the student.	4	3	2	1	0
8. I had a good working relationship with the student	4	3	2	1	0
9. I was able to provide adequate supervision of the student on all shifts.	4	3	2	1	0
10. I was available to help the student with new skills and/or problems.	4	3	2	1	0
11. I felt challenged by this experience.	4	3	2	1	0
12. Student was helpful with my workload and not a hindrance.	4	3	2	1	0
13. The student was able to act independently and develop skills.	4	3	2	1	0
14. This preceptorship provided the student with valuable experiences to prepare for future as a BSN graduate.	4	3	2	1	0
15. This experience was beneficial to me, and I would recommend it to other nurses.	4	3	2	1	0

COMMENTS:

