

**LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS
SCHOOL OF NURSING**

**BACCALAUREATE PROGRAM
NEW ORLEANS**

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

**PRECEPTORSHIP MANUAL
FOR STAFF NURSE
PRECEPTORS**

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

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

GUIDELINES FOR PRECEPTORSHIP PROGRAM

NURS 4369: Nursing Management in the Health Care System

Introduction

Faculty of the N4369: Nursing Management in the Health Care System course in the LSUHNO BSN Nursing Program present a preceptorship program in this course. Senior II nursing students participate in the clinical nursing experience component of the course with a registered nurse on staff at an agency in lieu of the usual nursing school faculty (during final semester of program). 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 an 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 student's 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, 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 attend clinical conferences as assigned with faculty members on a weekly basis

Objectives for Preceptors:

1. Adhere to 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

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

Responsibilities of the Preceptor

1. Must be employed as a staff nurse in a local hospital with which LSUHNO School of Nursing has a contract
2. Participation as preceptor is voluntary
3. Has recommendation and authorization of immediate supervisor
4. Will precept students one-to-one during clinical rotation
5. Agrees to attend a brief orientation session with faculty
6. Agrees to be available for very brief faculty-initiated contact (on telephone) each student clinical day
7. Agrees to assign and supervise student in providing nursing care to patients as deemed appropriate using judgment according to accepted nursing standards
8. Agrees to keep anecdotal notes and to provide input into student clinical evaluation using the clinical evaluation tool provided
9. 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 fifteen (15) 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 rotation
 - Be available each clinical day by phone, 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
 - Make available preceptor's written input
 - 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

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

1. Students will be available for shifts all days except those that interfere with the student's classes or other clinical times
2. Shift student available: All
3. Total timeframe is 48 clinical hours (Medical Surgical precepted) and 108 clinical hours (Specialty precepted) over a semester

Types of Clinical Settings

1. Medical-surgical unit (all types)
2. Telemetry
3. Pediatrics
4. Intensive care units (all types)
5. Emergency Departments (adult and pediatric)
6. Labor and Delivery; Mother/Baby
7. Oncology
8. Clinics (For IPE clinical experience only)
9. Others are considered on request

The development of these guidelines adheres to Title 46 Professional and Occupational Standards, Part XLVII. Nurses Subpart 2. Registered Nurses Section 3543. Preceptorship Learning Experiences –rules of the Louisiana State Nurse Practice Act.

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

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
- Witness waste of a narcotic
- 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 patient's 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.

STUDENT SAFETY

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

1. The student should park in the hospital parking lot or garage or agency's designated area at the student's own expense. Follow the special instructions regarding student parking and avoid walking 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 Level Orientation and Course Orientation at LSUHNO School of Nursing.

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

PRECEPTOR QUALIFICATION REQUIREMENTS:

- Currently licensed as registered nurse to practice in Louisiana
- Currently certified in Basic Life Support
- Minimal preceptor academic preparation:
 - o BSN with a minimum of one year as an RN in the clinical area in which the preceptorship experience occurs; or
 - o ASN with no less than three years experience as an RN with a minimum of one year in the clinical area in which the experience occurs and has the requisite skills to guide the student to meet the desired course outcomes for the specific clinical experiences
- Recommendation from immediate agency supervisor
- Employed as staff nurse in the clinical setting, must be an agency with which LSUHNO has a contract
- Precept one Senior II nursing student per clinical rotation in a voluntary (unpaid) basis
- Keep anecdotal notes as necessary and to provide input into student's clinical evaluation
- Attend a brief orientation session and agrees to be available for vary brief faculty-initiated contact each student's clinical day
- Contact course faculty if problems, scheduling changes, incidents, questions, or concerns arise

MANY FUNCTIONAL ROLES OF THE PRECEPTOR:

- Leader
- Role model
- Communicator
- Teacher
- Supervisor
- Problem-solver
- Coach
- Advocate

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

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

- 40% Provides teaching/supervision of the following activities:
 - patient assessment
 - formulation and application of nursing diagnoses in planning nursing care
 - performance of nursing interventions:
 - o administration of medications
 - o performing nursing procedures
 - o client/family teaching
 - o documentation and reporting of nursing care
 - o evaluation of nursing care
 - compliance with safe practice standards
 - presentation of one in-service program to unit staff members
- 30% Provides teaching/guidance in the following areas:
 - 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
- 12% Provides input to faculty regarding clinical evaluation of students including daily anecdotal notes, based on the items listed in the Clinical Evaluation tool.
- 12% Accepts contact (brief, usually via telephone) with course faculty member each clinical day while student on duty.
- 2% Provides input regarding evaluation of the Preceptorship Program.
- 2% Attends orientation session presented by course faculty
- 2% Notifies course faculty, as soon as possible, in event that any of the following situations arise:
 - an untoward incident/event concerning the student and/or the patient(s) assigned to the student
 - student performance is deficit
 - student arrives tardy
 - student is absent

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

TIPS FOR PRECEPTORS

- Preceptors perform various roles with students which include: teacher, coach, leader, influencer, facilitator, evaluator, protector, role model and socialization agent.
- As a teacher, use every opportunity to expose the student to new experiences and to learning new skills.
- Adults learn by understanding the why, what and how with practice and using prior experiences.
- New nurses are novices with little or no nursing experience and are functioning on a novice level. Novices use analytical knowledge and lack the ability to draw from intuition as an experienced nurse often does. Be patient and give them experiences to develop their new behaviors.
- Provide adequate supervision yet encourage independence. Develop their critical thinking by asking them for the answer to their own questions then critiquing their answer with your expertise.
- Consider that there are many different learning styles which contribute to optimal learning. Learning styles influence how we learn and are preferences, not abilities. A learning style is not good or bad and are measurable and modifiable.
- Establish open lines of communication at the onset of the preceptorship experience. This helps to create a non-threatening learning experience for the preceptee.
- Remember what the world looks like from a student's perspective. Being in a new unfamiliar environment can be anxiety provoking and stressful.
- Communicate with the student regarding the student's perceived learning needs. Do not assume your preceptee knows everything. Do not assume your preceptee knows nothing.
- Give positive feedback...even for the little things. This makes it easier to provide constructive feedback later on.
- Use constructive feedback which is very specific, factual, timely, sensitive, and directed at the behavior, not the person.
- Be patient, flexible, and positive. Remember, you are a role model for the beginner. They will remember you and the way you practice nursing.
 - 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.
 - 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".
 - Seize the opportunity to teach at every corner. Most preceptees have a strong knowledge foundation, but need hands-on experience.

Ulrich, B. (2012). *Mastering precepting: A nurse's handbook for success*. Indianapolis, IN: Sigma Theta Tau.

**LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS
SCHOOL OF NURSING**

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LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

NURS 4369, Nursing Management in the Health Care System Practicum

Preceptor's Assessment of BSN Student Clinical Performance

Preceptor: The purpose of this assessment is to gather your feedback regarding the clinical performance of BSN students who work with you during their clinical practicum experiences. LSUHSC School of Nursing faculty will use your feedback to complete the student's final clinical performance evaluation.

Use **Section I** to provide basic information. Use **Section II** to rate student performance in each competency (examples of actions & behaviors are provided); please select only 1 rating per competency. Use the **Comments** boxes to provide general feedback and/or examples of student behaviors that support your assessment.

Section I: Basic Information

Student _____

LSUHSC SoN Faculty _____ Preceptor _____

Clinical Agency _____ Unit/Dept _____

Clinical Focus ☐ Medical/Surgical ☐ Specialty, describe: _____

Semester ☐ Fall ☐ Spring ☐ Summer

Year ☐ 2015 ☐ 2016 ☐ 2017 ☐ 2018 ☐ 2019 ☐ 2020

Start Date _____ End Date _____

Section II: Clinical Performance Competencies

Competencies 1-7 are assessed using a 1-5 scale: 5 = A 4 = B 3 = C 2 = D 1 = F

Competencies 8-9 are assessed using a **pass/fail** rating.

Each competency is mapped to the AACN Essentials of Baccalaureate Education for Professional Nursing Practice.

Examples of actions & behaviors that demonstrate achievement of each competency are included.

Competency 1: Provides safe, client-centered care (I, II, III, IV, V, VI).

Examples of actions & behaviors:

- Performs nursing interventions safely & competently.
- Follows current infection control practices to prevent disease transmission.
- Follows current medication administration practices that are consistent with the National Patient Safety Goals.
- Recognizes own limitations regarding nursing skills and/or use of technology, and seeks guidance to enhance knowledge and/or to improve skills.
- Creates and/or maintains a safe environment for client care.
- Adapts to changing client situations.
- Reports abnormal findings and clinical changes to preceptor or an appropriate member of the healthcare team.
- Honors and promotes the rights of clients and others by acting on their behalf or in their best interests.

Preceptor's mid-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Preceptor's end-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

Competency 2: Collects and analyzes comprehensive client data (I, IV, VI).

Examples of actions & behaviors:

- Identifies appropriate sources of client data.
- Incorporates data from multiple sources (eg, from client, family, and the healthcare team) when conducting an assessment.
- Uses correct techniques when conducting an assessment.
- Interprets lab/diagnostic test results appropriately.

Preceptor's mid-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Preceptor's end-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Competency 3: Plans & implements appropriate client care (I, III, IV, VI).

Examples of actions & behaviors:

- Develops a plan of care based on analysis of assessment findings.
- Considers client needs & preferences when planning care.
- Establishes realistic goals & expected client outcomes.
- Identifies appropriate resources to inform care planning.
- Prioritizes care based on analysis of assessment findings.
- Communicates care priorities and their rationales to preceptor.
- Implements evidence-based nursing interventions that are congruent with assessment findings.

Preceptor's mid-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Preceptor's end-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Competency 4: Engages in systematic and ongoing evaluation of the plan of care (I, II, III, IV, V, VI).

Examples of actions & behaviors:

- Evaluates the outcomes of nursing interventions.
- Reviews client data for accuracy and completeness.
- Uses assessment findings, analysis of client outcomes, and consultant input to revise the plan of care.

Preceptor's mid-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Preceptor's end-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

Competency 5: Applies knowledge relevant to client care (I, II, III, IV, V, VI, VII).

Examples of actions & behaviors:

- Demonstrates initiative to obtain the knowledge needed to provide safe and appropriate nursing care.
- Evaluates data sources to determine their accuracy, relevance, and usefulness.
- Integrates concepts from nursing, natural sciences, and social sciences into client care.
- Relates knowledge of pathophysiology and epidemiology to assessment findings, diagnostic test results, and medical/nursing interventions.
- Integrates concepts of health promotion and disease prevention into client care.
- Identifies issues/problems in nursing practice that need improvement.
- Evaluates nursing practices using evidence-based research.

Preceptor's mid-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Preceptor's end-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Competency 6: Communicates effectively (II, III, IV, V, VII).

Examples of actions & behaviors:

- All documentation is clear, thorough, organized, and timely.
- All documentation is accurate and legally appropriate.
- Interacts with clients using verbal and non-verbal therapeutic communication skills.
- Listens attentively and respectfully.
- Actively participates in team building, and fosters collegiality.
- Participates in clinical conferences.
- Contributes insight and helpful information to health team and/or group interactions.
- Collaborates with members of the health team (eg, physicians, nurses, dietitians, respiratory therapists) in the delivery of client care.

Preceptor's mid-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Preceptor's end-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Competency 7: Uses teaching-learning processes when providing education to a pt, family, or group (I, II, III, IV, V, VI).

Examples of actions & behaviors:

- Assesses learning needs of clients, families, and/or groups.
- Assesses readiness to learn and barriers to learning.
- Considers learner characteristics (eg, culture, age, developmental & educational level) when developing a teaching plan.
- Develops appropriate and achievable learning outcomes.
- Applies principles of teaching-learning during education sessions.
- Evaluates learner outcomes, provides feedback, and revises the teaching plan as needed.

Preceptor's mid-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

Preceptor's end-rotation rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Comments:

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

About Professionalism. Professionalism is one of the LSUHSC School of Nursing's Core Values. Students are expected to demonstrate professionalism at all times and in all client situations. Professional behavior includes actions that demonstrate accountability, responsibility, dependability, and commitment. Failure to demonstrate professionalism consistently will place the student at risk for course failure and/or dismissal from the program.

Competency 8: Professionalism.	
Examples of actions & behaviors: - Comes to clinical prepared to provide nursing care to assigned clients. - Follows university, school, and agency policies. - Maintains a professional appearance at all times. - Exhibits the attitudes and behaviors expected of a professional nurse. - Practices within the legal and ethical frameworks of nursing. - Assumes accountability for own actions. - Protects client rights to privacy, autonomy, and confidentiality. - Demonstrates initiative in seeking learning opportunities. - Recognizes when assistance is needed, and seeks guidance before performing interventions that are beyond the student's current skill level. - Uses constructive feedback to improve performance.	
Preceptor's mid-rotation rating: ☐ Pass ☐ Fail Comments:	Preceptor's end-rotation rating: ☐ Pass ☐ Fail Comments:

About Caring. Caring is one of the LSUHSC School of Nursing's Core Values. Students are expected to demonstrate caring in all client encounters. Caring behavior demonstrates sensitivity to the cultural, moral, spiritual, and ethical beliefs of clients, families, health team members, peers, and others. Failure to demonstrate caring behaviors consistently will place the student at risk for course failure and/or dismissal from the program.

Competency 9: Caring.	
Examples of actions & behaviors: - Demonstrates sensitivity to the cultural, moral, spiritual, and ethical beliefs of clients, families, and peers. - Recognizes barriers to care, such as socioeconomic or environmental factors and lack of support systems. - Treats all individuals with dignity and respect. - Preserves client privacy and dignity at all times. - Encourages the family and/or significant others to participate in care, as appropriate. - Assists clients to use coping and adaptation strategies, as needed.	
Preceptor's mid-rotation rating: ☐ Pass ☐ Fail Comments:	Preceptor's end-rotation rating: ☐ Pass ☐ Fail Comments:

LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

Preceptor's Mid-Rotation Summary: Please identify strengths & weaknesses that you've observed.	
Strengths 1. 2. 3. 4. 5.	Weaknesses 1. 2. 3. 4. 5.
Comments:	
Signatures at Mid-Rotation	
Preceptor _____	Date _____
Student _____	Date _____
Faculty _____	Date _____
Preceptor's End-Rotation Summary	
Signatures at End-Rotation	
Preceptor _____	Date _____
Student _____	Date _____
Faculty _____	Date _____

Thank you for taking the time to complete this assessment. Your time and expertise are appreciated.

**LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS
SCHOOL OF NURSING**

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LOUISIANA STATE UNIVERSITY HEALTH NEW ORLEANS SCHOOL OF NURSING

EVALUATION OF PRECEPTORSHIP PROGRAM BY PRECEPTORS (Optional)

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

1.	I was oriented to the requirements and expectations of this experience.	4	3	2	1	0
2.	The LSUHNO faculty was available for questions and/or problems during this experience.	4	3	2	1	0
3.	The student was clinically competent and well prepared for this experience.	4	3	2	1	0
4.	Other nurses on the unit were accepting, helpful, and provided positive feedback for the student.	4	3	2	1	0
5.	I had a good working relationship with the student.	4	3	2	1	0
6.	I was able to provide adequate supervision of the student on all shifts.	4	3	2	1	0
7.	I was available to help the student with new skills and/or problems.	4	3	2	1	0
8.	The student was able to act independently and develop skills.	4	3	2	1	0
9.	This preceptorship provided the student with valuable experiences to prepare for future as a BSN graduate.	4	3	2	1	0
10.	I would recommend this experience to other nurses.	4	3	2	1	0

Suggestions for improvement (please provide suggestions for any of the above items scored below 3):

Optional Information:

Name: _____ **Date:** _____

Facility/Unit: _____