



Preceptor Handbook

Associate Degree Program



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I. Introduction to Preceptor Handbook

Dear Nursing Colleague and Preceptor,

The Northwest Florida State College nursing faculty would like to thank you for agreeing to be a preceptor for our Associate Degree Nursing student. Your nursing supervisor has recommended you for the preceptor experience. This handbook will assist you in the role of preceptor. The information provided includes the syllabus as well as information regarding faculty, preceptor, and nursing student responsibilities. Additionally, information is included related to the skills sets that are taught throughout the ADN program. We have both traditional track and LPN-RN students completing the practicum experience.

The Clinical Nursing Faculty will contact you to provide information regarding the start and conclusion of the practicum experience, learning needs of the students, expected professional behavior on the part of the student in the clinical setting, information about the associate degree nursing curriculum, clinical faculty, and introduction to the assigned student in order to provide a meaningful clinical experience.

The faculty contact phone numbers and email addresses are available to you and can be located in the folder with the paperwork. Communication of student progress and concerns with clinical faculty, the clinical performance evaluation tool used by clinical faculty, clinical faculty contacts and visits, and review of the course syllabus and skills sets are addressed in this handbook. You will have access to this handbook through our college website, and a hard copy of this handbook is available through your nurse manager.

Again, we appreciate you volunteering to provide an invaluable clinical experience to our final semester nursing students. We hope this opportunity to mentor an upcoming graduate nurse is a rewarding experience.

Sincerely,

NWF State College Nursing Faculty for NUR2811L

**Northwest Florida State College Associate Degree Program
Main Nursing Office: 850-729-6400**

II. Information about Northwest Florida State College Associate Degree Program

Mission of Northwest Florida State College:

Northwest Florida State College improves lives. We deliver outstanding educational programs that are relevant, accessible, and engaging for students of all ages and provide exceptional cultural, athletic, and economic development activities for the communities served. We commit to excellence, creativity, integrity, and service.

Values:

- Opportunity – Meeting each student’s educational need at his or her level of ability
- Excellence – Achieving the highest standards
- Learning – Acquiring new skills, insights, and ideas
- Success – Preparing students for the future
- Creativity – Finding innovative ways to accomplish our objectives
- Community – Listening and responding to community needs
- Teamwork – Supporting and respecting each other and those we serve

Northwest Florida State College is accredited by the Southern Association of Colleges (SACs) and the ADN Program operates under the legal authority of, and is fully accredited by the Florida Board of Nursing. The Nurse Practice Act as defined in The Florida Legislature, Title XXXII, Regulations of Professions and Occupations, [Chapter 464.B9-2.015 \(Standards of Nursing Education\)](#) addresses Nursing Program and Preceptorship hour supervision.

This nursing education program is accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000
www.acenursing.org

III. Philosophy Model and ADN Competencies of NWF State College

The following model shows the concepts that are developed and reflected in the ADN curriculum. The curriculum progresses from simple to complex with the outcome of the professional behaviors and clinical competencies to meet client needs in the health care environment. The full nursing philosophy can be found in this handbook in Appendix 1 – Student Syllabus NUR2811L.



Course Description of 2811L

This course provides a time during the last four weeks of the nursing program in which students begin to transition from the student role into the graduate role as associate degree nurses. Students work with an experienced registered nurse preceptor to provide holistic nursing care for a limited number of clients with potentially life threatening health problems. Clinical experiences may take place in a variety of clinical settings and work schedules. Students develop team-leading skills in the clinical setting, delegating and evaluating aspects of care to other health team members. Focus is on demonstration of all professional behaviors and competencies expected of the associate degree registered nurse graduate at entry level.

IV. Precepting the Student

As a preceptor to an associate degree-nursing student in their final semester from Northwest Florida State College, you have the opportunity to make an impact in nursing as a professional role model. You have been selected as a preceptor by your Nurse Manager because of your expertise and experience as a professional registered nurse. Your willingness to serve as a role model and mentor to an upcoming graduate of our nursing program is invaluable in the student's formation of their role as a Registered Nurse.

Knowledge and clinical expertise are imperative to the development of competencies and professional behavior of our nursing students. Previous student evaluations of the preceptor process have revealed the practicum experience helped them synthesize learned theory and clinical skills into the practice setting. The preceptor evaluations, which are done at the end of the practicum hours, have revealed that they were happy with the opportunity to share their knowledge and expertise with an upcoming graduate.

One student will be assigned to you to complete 128 clinical hours over a four-five week period. Sixteen of the 128 hours may be elected by the student to complete ACLS certification. The student will be contacting you to set up a meeting to arrange their schedule with you. The student will then submit the calendar of days to the clinical faculty member. The student rotates with you on your schedule, on your shift, and floats with you if you are reassigned to a different nursing unit. The student is to begin the shift with you and end the shift with you. The required hours are 32-36 hours each week.

Working with one preceptor is best, however, given that schedule changes may require the occasional reassignment to an alternate preceptor, this is allowed provided the nurse manager or charge nurse and faculty member approves the change. The student will alert the faculty member of the needed change in the preceptor at the beginning of the shift. The alternate preceptor must be a registered nurse with a minimum of 12 months experience. Clinical faculty may visit with the alternate preceptor during the shift.

As a preceptor, the student will work with you directly in the planning, providing, and evaluation of client care under your supervision. Clinical faculty members will not be on site with you but will always be available by phone during the shift (24/7). The clinical faculty member will visit you and the student periodically through the process to discuss the student progress and to answer any questions. The preceptor is always welcome to call on the clinical faculty at any time there are questions, concerns, or changes that need to be addressed. Cell phone numbers of faculty are provided at the beginning of the course to the preceptors.

Policies, Protocols, Standards and Guidelines: All hospital policy, protocols, and procedures are to be followed by the student. In regard to **charting the nursing assessment, this can be done with you and signed by you.** If computerized client charting is utilized by your facility, **the student may not sign in under their name for nursing assessment.** The student may sign in to chart vital signs, Accu-checks, and ADLs. Additionally, **all medications administered require preceptor initials on the MAR.** We also encourage the students to learn techniques related to calling a physician or taking verbal orders, **but the student cannot accomplish these tasks without strict supervision (i.e. the preceptor must also listen on the phone when a**

physician is giving a telephone order). Students cannot take a physician order by themselves because they are not licensed!!! The FAQ section of this handbook is provided as a reference for your convenience and reference.

The NWF State College ADN program incorporates professional standards, guidelines, and competencies (i.e., Florida Department of Education Curriculum Framework (FDPE), 2010 NLN Outcomes and Competencies for Graduates of ADN Programs, Joint Commission National Patient Safety Goals, Quality and Safety Education for Nurses ([QSEN](#)), Occupational Safety Health Administration (OSHA), Health Insurance Portability, and Accountability ACT (HIPAA) of requirements of practice in its curriculum and student learning outcomes. Students have also completed required hospital orientation.

Evaluation:

The clinical faculty member is responsible for the final evaluation of the student with preceptor feedback. Emphasis of your evaluation of the student includes your observation of student behaviors of **professionalism, communication, assessment, clinical decision making, caring interventions, teaching & learning, collaboration, and managing care**. Feedback to the student should be timely of assigned client care of these competencies on an ongoing basis.

On the final day of practicum, you will complete the “*Evaluation of Student by Preceptor*”. Please review this evaluation with the student so that you will have an opportunity to reinforce positive and constructive feedback provided by you during the practicum experience. In addition, the “*Preceptor Evaluation of the Preceptor Experience*” is to be completed by you to help us improve our practicum experience. Please place these forms in the envelope provided for you. The student will return the sealed envelope for the final summative evaluation process to the clinical faculty member.

The clinical faculty member will utilize the “Clinical Performance Evaluation Tool” in the formative and summative phase of the practicum experience and will discuss with you the student’s satisfactory achievement of the criteria. Discussions between you and the clinical faculty member regarding the student’s progress will be ongoing during the practicum.

We appreciate your willingness to participate as a preceptor and we will be sending you a “Certificate of Appreciation” for your professional portfolio. We hope that you will enjoy the practicum experience with the student and it will contribute to your professional growth as well.

V. Preceptor Requirements:

Nursing preceptors must be licensed registered nurses in the State of Florida who are academically and experientially qualified as a Registered Nurse in the medical-surgical, ICU, or emergency practice setting. Minimum educational requirements of preceptors are associate degree preparation. The nurse's manager or director must approve the preceptor. Preceptors will work directly with associate degree nursing students in their final semester before graduation to attain the objectives of the Nursing Practicum Experience of NUR 2811L.

The NWF State College faculty members will work with the nurse managers, charge nurses, and nursing education in the selection of preceptors for students. Preceptors are then asked by their managers and faculty of their agreement to serve as a preceptor.

The preceptors serve as a role model and work directly with an assigned student. Preceptors work jointly with the clinical faculty members to insure the objectives of the practicum are met. The clinical faculty member maintains the responsibility of the final evaluation of the student after receiving evaluation input from the preceptor.

VI. PRECEPTOR RESPONSIBILITIES

The Preceptor will:

1. Assist with orientating assigned student to the practicum prior to beginning the preceptorship rotation (including agency policies & procedures applicable to the practicum experience).
2. Meet with assigned student prior to the beginning of the preceptorship rotation to discuss course objectives and student's learning needs.
3. Share with the student and clinical nursing faculty all contact information necessary to assure optimal communication.
4. Agree to work with assigned student during own work week for the allotted time set for completing the course.
5. Consult with the student and their clinical nursing instructors on any matter pertaining to successful completion of the practicum.
6. Meet with the student and/or clinical nursing instructor as needed to maintain effective communication to help assure success of the student in the course.
7. Serve as a positive role model and resource person for the student.
8. Assist the student to develop role as a patient advocate.
9. Assist the student to consider political processes as they affect agency-specific healthcare.
10. Submit to the clinical nursing instructors an evaluation of course competencies met by the student. Clinical nursing instructor will coordinate a method of collecting this information.
11. Submit to the clinical nursing faculty a 2811L preceptor evaluation at the end of the Practicum experience.
12. Validate student timesheet.

VII. NURSING STUDENT RESPONSIBILITIES

The nursing student will:

1. Meet with preceptor prior to beginning of practicum to discuss achievement of course objectives and student's learning needs.
2. Meet with preceptor and nursing instructor as needed to maintain effective communication throughout the course.
3. Submit projected work schedule for practicum period to clinical instructor prior to the start of practicum.
4. Communicate any changes to submitted work schedule to clinical instructor for coordination/approval. Communication of changes may be accomplished via cell phone or text message, with the exception of same day or next day changes; those MUST be communicated to the clinical instructor via cell phone.
5. Be on time to all scheduled clinical days.
6. Be prepared to care for patients as directed by the preceptor.
7. Notify preceptor and instructor if unable to attend a scheduled clinical day.
8. Demonstrate professional behaviors reflective of the NWF State College nursing program philosophy.
9. Apply critical thinking skills in providing bedside, comprehensive, holistic nursing care of a limited number of hospitalized or institutionalized adults or children.
10. Incorporate ethical-legal principles and nursing care standards in role as a team member of an interdisciplinary health care team.
11. Demonstrate cost-effectiveness in managing patient/client care through resource management principles.
12. Using an effective collaborative approach, provide for continuity of care through referral/other interventions as a multidisciplinary team member.
13. Adhere to standards outlined in the Florida Nurse Practice Act and other published standards of care as evidenced in role as a team leader in assigned nursing care management practicum setting.
14. Identify lifelong learning needs as a nursing program graduate.
15. Complete and submit electronic weekly reflection form and time sheet log, as well as end of the course student evaluation.

VIII. Clinical Nursing Faculty Responsibilities

1. Northwest Florida State College nursing faculty develops the practicum requirements for the preceptor to follow.
 - a. Clinical faculty member will meet with nursing managers to obtain preceptors and their willingness to participate in the process.
 - b. Once determined, the clinical faculty members will communicate with nursing education of the facility to insure that all orientation, health requirements and clinical requirements are completed by the students prior to beginning of the practicum experience.
2. Conduct a student orientation to the practicum.
3. Meet with preceptors for all students prior to the beginning of the practicum to discuss objectives, expectations, course policies, the evaluation process, and provision of Preceptor Handbook.
4. Visit the student and preceptor during the preceptorship rotation and be available by phone for consultation as needed to assure optimal communication, problem-solving and other matters pertaining to successful completion of the course.
5. Confer with the preceptor and the student regularly to monitor student progress.
6. Consult with the preceptor in evaluating each student's performance.
7. Assign a final grade ("P" or "F") to each student completing the practicum.
8. Provide constructive criticism via written performance evaluation for each student completing the practicum.
9. Elicit from each preceptor and agency representative an evaluation and suggestions for improvement of the preceptorship experience.

IX. Student Policies

NWF students abide by all policies as published in the NWF State College Nursing Handbook. Specific to the clinical area are, but not limited to, performance standards, conduct, student health, and dress code in the clinical setting. The handbook may be accessed online to view the nursing policies at:

<https://www.nwfsc.edu/academics/degrees-offered/nursing/>

Included in the NWF State College Nursing Student Handbook:

- **The nursing program performance standards**
- **Clinical Health and Safety Policy and pregnancy policy**
- **Dress Code**

Preceptor should notify Faculty of any concerns or issues.

X. Frequently Asked Questions

1. What are the clinical evaluation competencies of the associate degree nurse?
 - A. Emphasis should be ongoing on
 - i. Professional behaviors
 - ii. Communication
 - iii. Assessment
 - iv. Clinical decision making
 - v. Caring interventions
 - vi. Teaching & learning
 - vii. Collaboration
 - viii. Managing care
2. If I am reassigned to another unit, does the student move with me to that unit as well?
 - A. Yes. We want the student to have the opportunity of the practice setting as it occurs. You will need to orient the student to the assigned unit and plan activities accordingly for safe patient care.
3. How many hours are required to complete the practicum?
 - B. Students will complete a total of 128 hours over the course of 4-5 weeks. Students rotate with you on your schedule and your shift. (16 of these hours may be selected by student to complete ACLS certification).
4. What requires direct supervision?
 - C. In regard to charting the **nursing assessment, this can be done with you and signed by you.** If computerized client charting is utilized by your facility, the student **may not** sign in under their name for nursing assessment. The student may sign in under their own name to chart vital signs, Accu-checks, and ADLs.

D. All medications. **Medications administered require preceptor initials on the MAR. If facility uses electronic MAR, the student may not sign in under their own name.**

E. Skills: Invasive skills including (but not limited to) IV insertions, blood administration, NG tube insertions, urinary catheter insertions.

5. What do we do in case of student incident or accident?

F. If any incident or injury occurs during clinical, the preceptor and student will notify the clinical faculty member as soon as possible. Appropriate documentation and care will be completed. Students are aware of the policies regarding Personal Assumption of Responsibility for Disease and/or Injury, and Pregnancy, as outlined in the NWF State College Nursing Student Handbook. Students must comply with OSHA standards for hazardous materials control, infection control and exposure to harmful substances, including, but not limited to, blood or other body fluids. They are responsible for their own health care. If the incident involves patient care, the [critical incident form](#) will also be completed.

6. What clinical skills can the student perform?

G. *A [“quick reference of med-surg skills at a glance”](#) follows this section.*

A complete list of skills is provided for you in the [Appendix 3](#) of this handbook. These skills have been taught across the curriculum of the Nursing Program. These skills have been taught in a laboratory setting and when the opportunity arisen in the clinical setting, the student was able to perform on a client. Therefore, not all skills may have presented itself in the clinical setting. However, a student should be able to tell

you the critical steps of these skills taught before you allow the student to perform the skill.

While we like for students to assume responsibility and become independent, the student will need direct supervision with invasive skills, blood administration, medication administration, assessments of new admissions, and physician interaction.

- H. Skills such as vital signs and Accu-checks may be performed without direct supervision once the Preceptor is satisfied that the student can safely provide nursing care.

7. Can the student telephone the physician?

- A. You may allow the student to telephone non-emergent information to the physician while you listen on an additional phone line. Have the student practice with you using SBAR format before telephoning the physician. The RN who is precepting the student must input and write the telephone order if the physician does not do it.

XI. Med-Surg Skills at a Glance

(For a complete list of fundamental and medical surgical skills, see Appendix 2 of this handbook)

<p><u>Hygiene & Basic Care of Patient</u></p> <p>Performing Mouth Care for the Unconscious or Debilitated Client Shampooing Hair of a Bedridden Client Shaving a Client Removing Fecal Impaction Digitally Giving a Change-of-Shift Report Care of the Body After Death Assisting the Adult Client with Oral Nutrition Communication with the Anxious Client Performing Range of Motion Exercises Placing a Client on a Support Surface Mattress or other “Specialty” Bed Assisting with Warm Soaks & Sitz Baths Caring for Clients Under Isolation Precautions Reporting Incidents</p> <p><u>Vital Signs & testing on Floor</u></p> <p>Measuring and Recording Intake and Output Measuring Blood Glucose level Measuring Body Temperature (oral, tympanic, axillary & rectal) Assessing a Client’s Apical Pulse & Radial Pulse Assessing a Client’s Respirations Obtaining occult Blood in the Stool Measuring Oxygen Saturation (Pulse Oximetry) Collecting Nose & Throat Specimens for Culture Collecting Sputum Specimens</p> <p><u>Assessment , Discharge & Documentation</u></p> <p>Performing a General Physical Survey/Basic Client Interview Head-to-Toe Physical Assessment of the Adult Assisting with Discharge Teaching Instructions Head-to-toe Physical Assessment</p> <p><u>Assisting with Procedures</u></p> <p><u>Blood</u></p> <p>Initiating Blood Therapy with RN Monitoring Blood Therapy Monitoring for Transfusion Reactions Discontinuing Blood Therapy</p> <p><u>Nasogastric Tube</u></p> <p>Inserting a Nasogastric or Naso-intestinal Feeding Tube Inserting and Maintaining an NG Tube for Gastric Decompression Irrigating a Feeding Tube Verifying Tube Placement</p>	<p><u>Dressings</u></p> <p>All dressing changes</p> <p><u>Respiratory Interventions</u></p> <p>Applying a Nasal Cannula or Oxygen Mask Performing Endotracheal Tube Care Performing Nasal Pharyngeal & Nasal Tracheal Suctioning: Adult Performing Oral Pharyngeal (Yankauer) Suctioning Performing Tracheostomy Care Using Metered Dose Inhalers Assess the cuff on an Endotracheal or Tracheostomy tube Assisting with Mechanical Ventilation</p> <p><u>IV</u></p> <p>Initiating Intravenous Therapy Caring for the Client Receiving Central Venous Placement for Central Parenteral Nutrition Caring for Vascular Access Devices Changing a Peripheral IV Dressing Changing Intravenous Solutions Changing Intravenous Tubing Regulating Intravenous Flow Rate Discontinuing Central Venous Lines with RN supervision Discontinuing Peripheral Intravenous Access</p> <p><u>Medication Administration</u></p> <p>Administering an Enema Administering Enteral Feedings via Nasogastric Tube Administering intramuscular injections Administering Intravenous Medications by Intermittent Infusion Sets & Mini-infusion Pumps Administering Medications (oral, via nasogastric tube, skin, eye drops, ear drops, nasal instillations, vaginal instillations & rectal suppositories) Administering Medications by Intravenous Bolus Administering subcutaneous injections Educate pts on medications</p> <p><u>Catheters</u></p> <p>Care and Removal of the Indwelling Catheter Care of the Indwelling Catheter Obtaining Catheterized Specimens for Residual Urine Inserting a Straight or Indwelling Catheter Applying a Condom Catheter Collecting a Midstream (Clean-Voided) Urine Collecting a Sterile Urine Specimen from Indwelling Catheter</p>
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Appendix

APPENDIX 1
Northwest Florida State College
Nursing Program

Course Name: Nursing Clinical Practicum

Course Number: NUR 2811L

Course Credit: 3 credits/145 Hours

Prerequisites: NUR 2233L

Corequisite(s): NUR2241C, NUR2241L

Course Description: This course is a capstone course and provides a time during the last four weeks of the nursing program in which students begin to transition from the student role into the graduate role as an associate degree nurse. Students attend seminar hours and complete standardized testing for evaluation in proficiency in applying all steps in the nursing process with emphasis on evaluating safe nursing care outcomes. Students complete clinical practice hours with an experienced registered nurse preceptor to provide holistic nursing care for a limited number of clients with potentially life threatening health problems. The focus is on demonstration of all professional behaviors and competencies expected of the associate degree registered nurse graduate at entry level. Clinical experiences provide hands-on learning opportunities, enhancing clinical thinking, safe nursing judgment, and clinical confidence in skills. Clinical experiences take place in a variety of clinical settings and work schedules.

Student Learning Outcomes

Upon completion of the Northwest Florida State College Nursing Program, graduates will:

1. Provides client assessment through the collection, analysis, and synthesis of relevant data in order to holistically appraise the client's health status.
2. Promotes health maintenance and risk reduction activities with clients through informed decision making, education, and supporting self-care activities.
3. Uses evidence based practice and critical thinking to find solutions, individualize care, and assure the delivery of accurate, safe care for clients. This includes performing accurate assessments, using multiple methods to access information, analyzing and integrating knowledge and information to formulate clinical judgments.
4. Participates in managing care through the efficient and effective use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes
5. Participates in communication through the exchange of information that may occur therapeutically, verbally, non-verbally, in writing, or through information technology.
6. Participates in the team approach to holistic, client-centered care across healthcare settings through shared planning, decision making, problem solving, goal setting, and assumption of responsibilities.

7. Incorporates behaviors and actions that assist in meeting clients' needs by "being with" and "doing for" clients to achieve the desired results. Included in the caring is creating an environment of hope and trust, that respects the client's cultural values, beliefs, and lifestyles.
8. Exhibits professional behaviors by adhering to standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.

NUR 2811L COURSE OBJECTIVES

Upon completion of NUR 2811L, the student should be able to:

1. Demonstrate the ability to prioritize care by utilizing a comprehensive approach to the nursing process in providing holistic care to a group of clients with emphasis on quality outcomes provided by the student as an inter-disciplinary team member while practicing the role of the professional nurse.
2. Demonstrate integrated principles of best evidenced based practice in client teaching to optimize client health maintenance and risk reduction as well as optimal functioning while practicing the role of the professional nurse.
3. Exhibit behaviors that maximize safe and efficient utilization of resources in the clinical setting in the delivery of quality and evidence based nursing care to a group of assigned clients while practicing the role of the professional nurse.
4. Integrate quality and cost-effective healthcare resource management concepts in the safe delivery of nursing care for a group of clients while practicing the role of the professional nurse.
5. Practice therapeutic and professional communication as a member of the health care team while practicing the role of the professional nurse.
6. Practice as a vital team member in providing comprehensive, holistic nursing care, including identifying, evaluating, and communicating complex data and issues for diverse populations while practicing the role of the professional nurse.
7. Value the importance of supportive, compassionate and respectful nursing care of clients with social, cultural, religious and lifestyle beliefs in the achievement of optimal functioning while practicing the role of the professional nurse.
8. Value professional behaviors and embrace legal and ethical standards while practicing the role of the professional nurse.

Clinical Learning Experiences:

COURSE OBJECTIVE REFERENCE NUMBER	CLINICAL SITE/EXPERIENCE (Facility Options)	TOTAL HOURS
1-8	Fort Walton Beach Medical Center: Medical –Surgical Floors ER North Okaloosa Medical Center: Medical-Surgical Floors ER Sacred Heart Hospital of Emerald Coast Twin Cities Hospital	128 clinical hours with preceptor
	Total Clinical:	128
Seminar	Total Seminar:	12
HESI EXIT	Testing	5
Total		145

Required Texts:

Same as NUR 2241L

Recommended Readings:

Same as NUR 2241L

Teaching/Learning Methods:

Demonstration-return Demonstration
Written assignments (includes chart audits)
Self-directed assessment & study
Nursing rounds
Weekly reflection
Psychomotor Performance & Evaluation

Course Policies:

Assignments and Preparation

1. Students will attend a 12 hour seminar before the beginning of practicum clinical hours to review learned core and nursing knowledge in all steps of the nursing process in providing complex nursing care to a group of clients in diverse health care settings.
2. The HESI Exit exam will be administered before Practicum hours begin. A benchmark score of 900 is desired. If the 900 benchmark is not reached, remediation is required along with HESI Retake. **A benchmark score of 850 is required to pass the course. See HESI EXIT under Evaluation and Grading of this syllabus.** Students who are not successful at the benchmark score of 850 will remediate, meet with the instructor, and retest on an agreed upon date by instructor and student. Students should utilize all the learning tools provided by the faculty and on the Evolve learning website.

Preceptorship:

1. Faculty members will work with the nurse managers, charge nurses, and nursing education in the selection of preceptors for students. The preceptors serve as a role model and work directly with an assigned student. Preceptors work jointly with the clinical faculty members to insure the objectives of the practicum are met. The clinical faculty member maintains the responsibility of the final evaluation of the student after receiving evaluation input from the preceptor. Faculty will meet with the preceptor to discuss the practicum experience and provide the preceptor with access to Northwest Florida Preceptor Handbook. A clinical faculty member evaluation with input from clinical preceptor, clinical hours or assignment adjustments may be required in the clinical rotation in the event student progress is not satisfactory during the preceptorship experience.
2. Student will be assigned one preceptor for the entire medical-surgical practicum rotation. Once the Faculty have assigned the preceptors, students are responsible for contacting their preceptor and developing a schedule that consists of about 36 hours per week or a total of 128 hours in the four week period. Alteration to clinical hours will vary by student depending on additional assignments/course work; coordinated in advance with clinical instructor. Students may choose to attend ACLS course and count 16 hours toward the clinical experience.
3. Student will submit their working schedule to his/her clinical instructor **before the start of the clinical experience.** Any changes in the submitted schedule need to be cleared by the designated faculty instructor.
4. Student will submit an evaluation at the end of their rotation. Students will meet with his/her clinical instructor midterm (formative evaluation) and at the end (summative evaluation) of the practicum rotation. For the formative evaluation, the clinical instructor will meet with the student at their clinical site. For summative evaluation, the student will bring all the paperwork from their preceptor, student practicum evaluation form, reflection journal, timesheet, and program evaluation form. Summative evaluation will be done on or after the student's last clinical rotation day – contact will be made with the clinical instructor on date/time of conference. The program evaluation is due to the clinical instructor at this meeting.

5. **Clinical Reflection Journal:** Student will complete a clinical reflection journal each day they attend clinical. Follow HIPPA guidelines taking care to omit identifying information about the clients, the hospital, or those involved. Narratives should be done on each patient you are assigned by your preceptor on a continued, timely basis during the practicum. The journal is a written narrative of client situations, your actions, and the care provided by you and your preceptor, including your thoughts and feelings as well. Please see the module for detailed information regarding the reflection journal. You will turn this in to your clinical instructor at mid-point or the formative period and then with your final paperwork to your clinical instructor.
6. Students are responsible for checking communication with their clinical instructor through the NWF email or cell phone. Any urgent concerns should be addressed via cell phone or face-to-face communication.

Attendance

See NWF State College Catalog & ASN Student Handbook for general policies. You are expected to attend all scheduled seminar and clinical sessions. Punctuality is also expected. Excessive absences are considered more than 5% of the total course hours. You may be required to make up absences. Your instructor and preceptor will determine the make-up method. You may also be withdrawn from the course for excessive absences.

Evaluation & Grading:

1. HESI EXIT

PASS/FAIL

Exit examination:

Score of ≥ 900 – Congratulations! You’ve completed the program requirement.

Score of ≥ 850 , but < 900 , you’ve completed the program requirement of a minimum score of ≥ 850 , but remediation and retesting are mandatory to complete the course requirement; only one retest required. The student is required to meet with a faculty member after the first week of remediation to go over their progress and evaluate the student’s readiness to re-test. It is the student’s responsibility to coordinate an appointment date/time.

Score of < 850 , mandatory remediation AND retesting. This process will continue until a score of ≥ 850 is achieved, up to three (3) re-attempts. If a score of ≥ 850 is not reached after 3 reattempts, then a failing grade will be given for NUR 2811L. A minimum of two weeks of remediation must occur between testing. The student is required to meet with a faculty member after the first week of remediation to go over their progress and evaluate the student’s readiness to re-test. It is the student’s responsibility to coordinate an appointment date/time. If score of ≥ 850 , but < 900 on retesting, then the student will be required to develop a remediation plan.

2. **See Nursing Program Student Handbook for general grading & evaluation policies.**
3. **“Summative Evaluation” (100%):** describes the final evaluation process in which the student is expected to perform skills with a high level of proficiency. The summative evaluation time is marked by daily validation by the clinical instructor of the student’s ability to meet clinical performance standards. The student participates in a self-assessment as part of the evaluation process.
4. You must earn 100% on the clinical performance evaluation report by the end of the course in order to pass this course. You must show consistent progress toward meeting the clinical criteria in order to continue progression in the practicum. If you earn an unsatisfactory rating

(U) in more than one category, you will be placed on probation for the time specified by the instructor to meet remediation deadlines for any “U” categories in order to earn a satisfactory rating, “S”.

5. Grading Scale:

The final clinical course is recorded as a “Satisfactory” or “Unsatisfactory”. Unsatisfactory performance includes behavior that does not meet the criteria outlined from the nursing course objectives and course policies or any behavior that jeopardizes the client’s physical, psychosocial, or spiritual well-being (see “Critical Incident” in the Nursing Student Handbook).

NUR 2241C and NUR2241L are co-requisite courses and are completed before the beginning of NUR2811L – Nursing Practicum. Withdrawal (“W”) from NUR2241C or NUR2241L will also require you to withdraw from NUR2811L. Failing NUR2241C/ NUR2241L will result in a “NG”, no grade designation for NUR2811L.

HESI EXIT - P/F
Final Clinical Course Grade NUR2811L
P (Pass/satisfactory)
F (Fail/Unsatisfactory)

HIPAA

Students are responsible for following the rules and regulations at each clinical facility. Students may be dismissed from clinical at the discretion of the clinical instructor for failure to comply. This includes, but not limited to parking regulations, dress code, and professional behaviors. Another condition related to dismissal involves client information. You may not print or copy any unauthorized client data (instructor will determine). Students are not to take copies of a client’s clinical information from a clinical facility which does not protect an individual’s identifiable health information as outlined by **Health Insurance Portability and Accountability Act of 1996 (“HIPAA”)**. HIPAA defines -“*Individually identifiable health information*” as information, including demographic data, that relates to:

- the individual’s past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

Social Networking Sites:

You are to refrain from commenting on any part of your clinical day on any social networking site. If you post information on sites like Facebook, Myspace, Twitter, Instagram, Snap Chat, (or any other site); it may limit your continuation in the program and your future employment in a health care facility.

Associate Degree Nursing Philosophy Northwest Florida State College

This **Philosophy Statement** of the Northwest Florida State College Associate Degree Nursing (ADN) Program is a collective representation of the members of the nursing faculty as individuals and as a teaching group. This philosophy guides us in the development of our nursing program.

Nurses:

Using a holistic and scientific approach, nurses provide care to diverse populations in diverse settings. Nurses use compassion, critical thinking, and effective communication to assess, plan, implement, and evaluate care. As accountable members of health care teams, nurses design, manage, and coordinate care. In formulating health care decisions, nurses incorporate evidence-based practice, high ethical standards, and client advocacy, leading to an overall improvement in client outcomes. As responsible members of the profession, nurses support high quality and cost effective health care to clients across the life span.

Nursing:

Nursing is a creative, caring, scientific, and scholarly profession. Nursing focuses on using a broad range of skills and knowledge through the nursing process to assist diverse individuals, families, and groups within a community to achieve optimal health. Nursing actively advocates wellness promotion, illness prevention, and compassionate, affordable, effective health care. Nursing is derived from the biophysical and psychosocial sciences within a critical thinking framework.

Client:

Clients are holistic beings having physiological, psychosocial, intellectual, developmental, spiritual, cultural, and environmental needs. Clients have a right to choose and participate in their healthcare decisions. Clients include individuals, families, significant others, and support systems.

Health:

Health is defined as a client's ability to reach optimal functioning within a psychological, biological, physical, spiritual, and social environment.

Environment:

Environment encompasses all conditions affecting the health, life, and development of a client, and is characterized by uncertainty, rapid change, and opportunity.

Teaching and Learning:

The nursing faculty arranges a variety of methods and experiences to accommodate learners from diverse cultural backgrounds with different learning styles. The nursing faculty believes that a professional, caring, and open learning environment optimizes the teaching/learning process. Mutual respect is imperative for an effective teaching/learning atmosphere. The faculty uses various interactive learning methods to promote active participation in the learning process. Sequential learning allows for knowledge and skill retention by building upon skills and concepts over time. Members of the nursing faculty serve students as key resources and professional role models. The ADN Program Outcomes and Program Learning Outcomes provide the structure for the Nursing Curriculum. The mastery of concepts of each course guides students toward the successful achievement of the ADN Program Outcomes and entry into professional nursing practice.

Learners are individuals who bring personal learning styles, socio-economic and cultural influences, beliefs, attitudes and personal life experiences to the learning environment. Learners discover their potential for self-actualization through the learning process. Learning, a creative process that occurs independently and collaboratively, progresses through levels of complexity.

Nursing Learning Outcomes:

NWF ADN nursing education enables students to acquire the attitudes, knowledge, skills, and behaviors necessary for implementing safe nursing care.

Graduates are prepared to pass the national licensure examination and to practice as generalist members of an interdisciplinary health care team. As members of the discipline of nursing, graduates practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice. Graduates express positive comments about the quality of their education, are highly sought for employment, and receive excellent entry-level evaluations. The ADN Program at NWF provides a solid foundation for further personal and professional development leading to opportunities for continued growth and advancement in the nursing profession.

QSEN

1. Patient-Centered Care
2. Teamwork & Collaboration
3. Evidence-Based Practice
4. Quality Improvement
5. Safety
6. Informatics

Appendix 2

CLINICAL EVALUATION TOOL: *Faculty member completes.*

EVALUATION CRITERIA	QSEN	FORMATI		SUMMATIV		COMMENTS
		VE	NI	S	U	
CORE COMPETENCY		M	NI	S	U	
1. ASSESSMENT						
A. Collects information from multiple sources.	3, 4, 6					
B. Assesses patient's health status by completing a health history.	1, 6					
C. Performs the following assessments:	1,3,4,5					
(1) Physical						
(2) Functional						
(3) Cognitive/Developmental						
(4) Psychosocial/Emotional						
(5) Cultural & spiritual influences on health status						
(6) Learning needs (strengths, capabilities, & barriers)						
(7) Ability to access available community resources						
(8) Environmental factors that may impact patient's status						
D. Compares assessment data to established norms.	3, 4					
E. Documents and reports assessment findings using appropriate terminology.	1,2,4,6					
2. ANALYSIS						
A. Analyses assessment findings as basis for nursing diagnoses.	3					
B. Prioritizes relevant assessment data appropriately based on the patient's condition.	1, 3					
C. Integrates nursing interventions with relevant assessment data; correlates them with the appropriate nursing diagnoses.	1, 3					
3. PLANNING						
A. Identifies actual and/or potential nursing diagnoses that reflect core needs of assigned patients.	1					
B. Selects from approved list of NANDA approved nursing diagnoses.	1					
C. Develops goal statements for patients that reflect patient involvement.	1, 4					

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QSEN 1. Patient-Centered Care 2. Teamwork & Collaboration 3. Evidence-Based Practice 4. Quality Improvement 5. Safety 6. Informatics

4. CARING INTERVENTIONS	QSEN	M	NI	S	U	COMMENTS
A. Maintains physical and psychosocial safety in all interventions, including prioritization decisions.	1, 3, 4, 5					
B. Performs nursing skills competently.	3, 5					
C. Follows standards of medical asepsis.	3, 5					
D. Communications therapeutically with patients & support persons.	1, 2					
E. Communicates relevant, accurate, & complete information clearly & concisely:	2, 4, 5, 6					
(1) Verbal						
(2) Written (including electronic)						
F. Demonstrates empathy:	1					
(1) Interacts with patients other than when performing skills.						
(2) Keeps commitments.						
(3) Demonstrates respect for individuality & diversity.						
(4) Displays sensitivity for patient's values, ethics, & beliefs.						
(5) Maintains patient's privacy & confidentiality.						
(6) Encourages patient's/support person's collaboration in care.						
G. Assists patient/support persons to cope with/adapt to health changes.	1					
H. Assists the patient to achieve optimum comfort & functioning.	1					
I. Adapts care in considerations of the patient's values & preferences.	1, 3					
J. Delegates appropriate aspects of care.	1, 2, 3, 4, 5					
K. Works cooperatively with others to achieve patient & facility outcomes.	2, 4					
L. Teaches patient/support persons information needed to make choices regarding health.	1, 5					
M. Provides scientific rationale for all interventions	3					

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QSEN
1. Patient-Centered Care
2. Teamwork & Collaboration
3. Evidence-Based Practice
4. Quality Improvement
5. Safety
6. Informatics

5. EVALUATION	QSEN	M	NI	S	U	COMMENTS
A. Evaluates progress of patient toward achievement of identified goals.	1, 3					
B. Evaluates the effectiveness of care in meeting patient outcomes.	3, 4					
C. Modifies care based on evaluation of patient progress.	3					
D. Recognizes errors in care & corrects them.	3, 5					
E. Reports all changes in patient condition.	2, 6					
6. PROFESSIONAL BEHAVIORS						
A. Follows ethical, legal, & regulatory standards of professional nursing practice.	3, 5					
B. Reports unsafe practices of healthcare providers using appropriate channels of communication.	2, 5					
C. Demonstrates accountability for nursing care given by self.	4, 5					
D. Advocates for patient rights.	1, 2					
E. Maintains organizational & patient confidentiality.	1, 4, 6					
F. Practices within the parameters of individual knowledge & experience as a nursing student enrolled in NUR _____L.	2, 5					
G. Recognizes own learning needs.	5					
H. Maintains appropriate, professional nurse/patient relationships.	1					
I. Adheres to dress code for NWF State College Nursing Program.	2					
J. Adheres to all NUR _____L course policies:	5					
(1) Attendance/Tardiness						
(2) Clinical preparation requirements						
(3) Assignment submissions						
K. Forms effective professional relationships with agency staff, instructors, peers, & the public.	2					
L. Remains free of any impairment (mental, physical, emotional) that could threaten the safety of others (patients, peers, & staff).	5					

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Instructor Comments (Formative):

Instructor Signature:



Instructor Comments (Summative):

Instructor Signature:



“I have read and understand the content in this evaluation.”

Student Signature _____ Date _____ (formative)

Student Signature _____ Date _____ (summative)

Student Comments:

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Clinical Evaluations Using KSAs (QSEN)

Uses all of the knowledge, skills, attitudes (KSA's) published by QSEN as a key template in the basis of a clinical evaluation tool. Hence, the tool is accurate in reflecting the clinical capabilities of each student in an objective, quantitative fashion with a focus on quality and safety in health care. Each competency is described below with the student objects defined.

1. Provides Patient-Centered Care
 - a. Demonstrate and elicit patient professional and caring values to clients as expressed in the process recordings, and complete health assessment.
 - b. Elicit and communicate with patients, as related to the patient's needs, values, and preferences. Express these effectively with confidentiality to other members of health care team.
 - c. Complete a comprehensive health history incorporating and appraisal of psychosocial and physiologic issues.
 - d. Assess levels of physical and emotional comfort.
2. Exhibits Teamwork and Collaboration
 - a. Demonstrate awareness of own strengths and limitations as a team member.
 - b. Functions with assistance and direction as a member of the health care team.
 - c. Initiate requests for help when appropriate to situation.
 - d. Communicate with team members, in professional manner. Communicates in effective verbal and written manner, adapting one's own style of communication and adapting that style to needs of the team and situation.
3. Incorporates Evidence-Based Practice
 - a. Demonstrate knowledge of basic scientific methods and processes in basic nursing skills (examples: Infectious Disease prevention, Body Mechanics).
 - b. Base individualized plan of care on patient values, clinical expertise and scientific evidence.
 - c. Read evidence based reports related to area of practice and implement the same effectively.
4. Understands & Applies Quality Improvement Methods
 - a. Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice.
 - b. Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families.
 - c. Recognize that there can be tension between professional autonomy and system functioning in providing quality patient care.
 - d. Recognize that there are different approaches for changing processes of care.
5. Promotes Safety
 - a. Demonstrate effective use of technology and standardized practices that support patient safety and quality (body mechanic skills, infectious disease management, etc.).
 - b. Demonstrate effective use of strategies to reduce risk of harm to self or others.
 - c. Use of appropriate strategies to reduce reliance on memory (such as, forcing functions, checklists).
 - d. Communicate observations or concerns related to hazards and errors to the instructor, members of the health care team, patients, and families.
6. Understands & Utilizes Informatics
 - a. Explain why information and technology skills are essential for safe patient care.
 - b. Obtain access to the electronic health record.
 - c. Document patient care in an electronic health record.
 - d. Recognize the time, effort, and skill required for computers, databases and other technologies to become reliable and effective tools for patient care.

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APPENDIX 3
Northwest Florida State College
Med-Surg Skills across the curriculum

Administering an Enema	Hand Washing
Administering Enteral Feedings via Nasogastric Tube	Head-to-toe Physical Assessment—child,adult
Administering intramuscular injections	Health History
Administering Intravenous Medications by Intermittent Infusion Sets & Mini-infusion Pumps	Helping Clients with Self-Medication in the Home Environment
Administering Medications (oral, via nasogastric tube, skin, eye drops, ear drops, nasal instillations, vaginal instillations & rectal suppositories)	Initiating Blood Therapy
Administering Medications by Intravenous Bolus	Initiating Intravenous Therapy
Administering subcutaneous injections	Inserting a Nasogastric or Nasointestinal Feeding Tube
Administering/ Assisting with Mechanical Ventilation	Inserting a Straight or Indwelling Catheter
Applying a Condom Catheter	Inserting and Maintaining an NG Tube for Gastric Decompression
Applying a Dry Dressing	Inserting and Maintaining the Nasogastric Tube
Applying a Moist Hot Compress to an Open Wound	Intubating the Client with a Small-Bore Nasogastric or Nasointestinal Feeding Tube
Applying a Nasal Cannula or Oxygen Mask	Irrigating a Feeding Tube
Applying a Pressure Bandage	Maintaining Body Alignment
Applying a Transparent Dressing	Making a Bed (occupied & unoccupied)
Applying a Wet-to-Dry Dressing	Measuring and Recording Intake and Output
Applying an Abdominal Binder	Measuring Blood Glucose level
Applying an Elastic Bandage	Measuring Body Temperature (oral, tympanic, axillary & rectal)
Applying Aquathermia & Heating Pads	Measuring Oxygen Saturation (Pulse Oximetry)
Applying Cold Applications	Monitoring Blood Therapy
Applying External Fetal Heart Monitor	Monitoring for Transfusion Reactions
Applying Plastic Stockings	Moving and Positioning Clients in Bed
Aspiration Precautions	Non-Pharmacologic Aids to Promote Comfort
Assessing a Client's Apical Pulse	Obtaining Catheterized Specimens for Residual Urine
Assessing a Client's Radial Pulse	Obtaining Stool Specimens
Assessing a Client's Respirations	Obtaining Urine Specimens:clean catch, catheter
Assessing Arterial Blood Pressure	Obtaining Wound Drainage Specimens
Assisting a Client to Use a Urinal	Patient-Controlled Analgesia
Assisting the Adult Client with Oral Nutrition	

Assisting the Client to Use a Bedpan	Performing a General Physical Survey/Basic Physical Examination
Assisting the Pregnant Client in Labor	Performing Cardiopulmonary Resuscitation
Assisting with Abdominal Paracentesis	Performing Catheter Irrigation
Assisting with Ambulation	Performing Discharge Teaching Instructions
Assisting with Angiography (arteriography)	Performing Drainage Evacuation
Assisting with Endoscopy	Performing Endotracheal Tube Care
Assisting with Lumbar Puncture	Performing Mouth Care for the Unconscious or Debilitated Client
Assisting with Magnetic Resonance Imaging	Performing Nasal Pharyngeal & Nasal Tracheal Suctioning: Adult
Assisting with Medical Emergencies, i.e., Cardiopulmonary Arrests	Performing Nutritional Assessment
Assisting with Emergency Cardioversion	Performing Oral Pharyngeal (Yankauer) Suctioning
Assisting with Emergency Defibrillation	Performing Postoperative Care of the Surgical Client
Assisting with Suturing of Lacerations	Performing Postpartum Care of the Mother
Assisting with Warm Soaks & Sitz Baths	Performing Range of Motion Exercises
Auscultating Fetal Heart Sounds	Performing Safe and Efficient Lifting Techniques
Basic Patient Care Management Skills (patient care assignments, admitting, discharge & transfer of clients; conducting team meetings & delegation of duties to nursing team)	Performing Suture & Staple Removal
Bathing a Client	Performing Tracheostomy Care
Bathing, clothing and grooming the Neonate	Performing Wound Irrigation
Brushing Teeth	Peritoneal Dialysis and Continuous Ambulatory Peritoneal Dialysis: assist with
Care and Removal of the Indwelling Catheter	Placing a Client on a Support Surface Mattress or other "Specialty" Bed
Care of the Body After Death	Postoperative Autotransfusion
Care of the Indwelling Catheter	Pouching a Noncontinent Urinary Diversion
Caring for Clients Under Isolation Precautions	Preparing a Client for Surgery
Caring for Clients with Chest Tube Connected to Disposable Drainage Systems	Preparing a Sterile Field
Caring for the Client Receiving Central Venous Placement for Central Parenteral Nutrition	Preparing the Surgical Site
Caring for Vascular Access Devices	Providing Perineal Care
Changing a Peripheral IV Dressing	Regulating Intravenous Flow Rate
Changing Infusion Tubing	Regulating IV Flow Rate
	Removing Fecal Impaction Digitally

Changing Intravenous Solutions	Reporting Incidents
Changing Intravenous Tubing	Seizure Precautions
Changing IV Solutions	Shampooing Hair of a Bedridden Client
Cleaning Dentures	Shaving a Client
Client Interview	Sterile Gloving
Collecting a Midstream (Clean-Voided) Urine Specimen and a Timed Urine Specimen	Surgical Hand Washing
Collecting a Sterile Urine Specimen from an Indwelling Catheter	Taking Care of an Artificial Eye
Collecting Nose & Throat Specimens for Culture	Taking Care of an In-the-Ear Hearing Aid
Collecting Sputum Specimens	Taking Care of Contact Lenses
Communication with the Anxious Client	Teaching Home Tracheostomy Care & Suctioning
Demonstrating Postoperative Exercises	Teaching Medication and Medical Device Safety in the Home Environment
Disaster Preparedness	Teaching school-age children disease prevention (drugs & alcohol)
Discontinuing Blood Therapy	Treatment of Pressure Ulcers
Discontinuing Central Venous Lines with RN supervision	Using Home Oxygen Equipment
Discontinuing Peripheral Intravenous Access	Using Incentive Spirometry
Discontinuing Peripheral IV Access	Using Metered Dose Inhalers
Documenting Nurses' Progress Notes	Using Safe and Effective Transfer Techniques
Donning a Sterile Gown & Gloves (Closed Gloving)	Verbally Deescalating the Potentially Violent Client
Emergency Triage of Clients in the Emergency Room	Verifying Tube Placement for a Large or Small Bore Feeding Tube
Establishing Communication Throughout the Phases of the Nurse-Client Relationship	Giving a Change-of-Shift Report
Establishing Therapeutic Communication	
Fall Prevention	

Appendix 4

FORMS

- **Preceptor's Evaluation of the Preceptorship Experience**
- **Evaluation of Student by Preceptor with Associate Degree Competency references.**
- **Student Evaluation of the Preceptorship Experience**
- **Student Timesheet – *validated by Preceptor at end of practicum.***
- **Critical Incident Sheet – *to be completed by Instructor if incident should occur in practicum setting.***

PRECEPTOR’S EVALUATION OF THE PRECEPTORSHIP EXPERIENCE

	Yes	No	Comments/Suggestions for Improvement
1. The preceptorship experience provided the student with ample opportunities to meet the course objectives.			
2. The expectations of the course were clear.			
3. The clinical instructor was readily available to consult with me in working with the student to meet the course objectives.			
4. The Preceptor Handbook and other course tools facilitated my role as preceptor.			
5. I would be willing to serve as preceptor for this course in the future.			
Additional comments/suggestions for improvement:			

NUR 2811L

Evaluation of Student by Preceptor

Please complete this form and preceptor evaluation form and place in the envelope provided. Seal envelope and sign name across the seal. Give the envelope to the student. Evaluate the student based on the scale provided. For additional information about each competency, see back of sheet. Any comments about the student’s performance are welcome.

- Scale: 5- Strongly Agree
4- Agree
3- Undecided
2- Disagree
1- Strongly Disagree

EDUCATIONAL COMPETENCIES: (see Educational Competencies for description of areas)

PROFESSIONAL BEHAVIORS	5	4	3	2	1
COMMUNICATION	5	4	3	2	1
ASSESSMENT	5	4	3	2	1
CLINICAL DECISION MAKING	5	4	3	2	1
CARING INTERVENTIONS	5	4	3	2	1
TEACHING & LEARNING	5	4	3	2	1
COLLABORATION	5	4	3	2	1
MANAGING CARE	5	4	3	2	1

COMMENTS:

Preceptor Signature: _____ Date: _____

Student Signature: _____ Date: _____
(Student to sign during Summative Evaluation)

Associate Degree Nursing Competencies

PROFESSIONAL BEHAVIORS

- Practice within ethical, legal, and regulatory frameworks of nursing & standards of professional nursing practice
- Report unsafe practices of healthcare providers using appropriate channels of communication
- Demonstrate accountability for nursing care given by self &/or delegated to others
- Maintain organizational and client confidentiality
- Practice within the parameters of individual knowledge and experience

COMMUNICATION

- Report and document assessments, interventions and progress toward client outcomes
- Utilize appropriate channels of communication to achieve positive client outcomes

ASSESSMENT

- Assess the client's response to interventions by self and other team members

CLINICAL DECISION MAKING

- Make clinical judgments and management decisions to ensure accurate and safe care
- Evaluate the effectiveness in meeting client outcomes by self and other team members
- Participate in problem identification and data collection for research, quality control or improvement processes to meet client outcomes
- Use evidence based information collected electronically or through other means to support clinical decision making

CARING INTERVENTIONS

- Demonstrate caring behaviors towards the client significant support person(s) peers, and other members of the healthcare team
- Perform nursing skills competently

TEACHING & LEARNING

- Evaluate the progress of the client and significant support person(s) toward achievement of identified learning outcomes
- Provide assistive personnel with relevant instruction to support achievement of client outcomes

COLLABORATION

- Coordinate the decision making process and work cooperatively with the client, significant support person(s) and other members of the healthcare team to evaluate progress toward achievement of outcomes
- Interact creatively and openly with others to solve problems to achieve client goals and outcomes

MANAGING CARE

- Facilitate the continuity of care within and across healthcare settings
- Uses technology and standardized practices that support client safety and quality.
- Delegate aspects of client care to qualified assistive personnel
- Supervise and evaluate the activities of assistive personnel
- Adapt the provision of client care to changing healthcare settings and management systems
- Implement nursing strategies to provide cost efficient care

STUDENT EVALUATION OF THE PRECEPTORSHIP EXPERIENCE

	Yes	No	Comments/Suggestions for Improvement
1. The preceptorship experience provided me with ample opportunities to meet the course objectives.			
2. The expectations of the course were clear.			
3. The clinical instructor was readily available to consult with me in working with the preceptor to meet the course objectives.			
4. The clinical preceptor guided me in meeting course objectives.			
5. The Practicum Worksheet and other course tools facilitated my role as preceptor.			
Additional comments/suggestions for improvement:			

Northwest Florida State College
Nursing Program

CRITICAL INCIDENT
Instructor to Complete in NUR2811L

Date of Incident: _____

Location: _____

Student: _____

Faculty: _____ Course: _____

Description of Event:

Corrective Steps Taken:

Clinical Competency Violated per Performance Report for NUR _____:

Category (See Nursing NWF State College Student Handbook for details):

- ___ **Functioning outside scope of practice**
- ___ **Omitting safe, essential care to clients**
- ___ **Failure to observe nursing ethics & legalities (e.g., performing while impaired; breach of confidentiality; falsifying information, etc.)**
- ___ **Committing acts that harm or threaten clients**
- ___ **Abandoning clients**
- ___ **Other:**

Recommendations:

Student Comments:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____