

## **Introduction**

### ***Purpose of the Professional Preceptor Handbook***

To achieve the aims of the ADN program, students require clinical experience in a variety of settings in addition to learning the theory content in their nursing courses. A valuable component of student development is the opportunity to work with professional registered nurses. For purposes of this handbook, a “preceptor” is defined as any RN who works with students in a clinical setting. Preceptors serve as mentors, teachers, and role models for student nurses. Preceptorship is a one-to-one relationship between an expert nurse and a nursing student so that the student may learn the roles and responsibilities of clinical nurses in a specific area of practice. Learning occurs as nursing students practice alongside the expert nurse. Preceptors serve as role models for students and allow students to see and experience what nursing experts do on a daily basis in a specific setting

The Professional Preceptor Handbook is designed to provide information about the West Virginia Junior College Nursing Program and specific course information. The Handbook serves as an orientation and resource to our clinical partners and preceptors.

### **Nursing Mission, Philosophy, Curriculum Framework and Program Outcomes**

The mission and philosophy of the Nursing Program are in agreement with the mission and philosophy of the West Virginia Junior College. The philosophy of the Nursing Program addresses the conceptual basis of the registered nurse curriculum as indicated in West Virginia Legislative Rule 19CSR10.

#### **Mission**

The mission of the Nursing Program is to transform lives by providing access to a quality education that will enable the student to obtain employment as a professional, caring nurse. To achieve this mission, the Nursing Program prepares graduates who will competently practice nursing, understanding the significance of evolving healthcare technology, and apply both professional and ethical principles with sensitivity to the diverse needs of individuals, groups and communities.

#### **Philosophy**

The faculty, staff, and administration of the West Virginia Junior College Associate Degree Nursing Program believe that all individuals are endowed with basic rights. They further believe that each student has the potential to learn and that, with encouragement and quality instruction, they will grow both personally and professionally.

The faculty of West Virginia Junior College Associate Degree Nursing Program believe that nursing is both a science and an art. We consider the provision of nursing care, and henceforth nursing education, to greatly impact the community. We believe that ethical and moral provisions of nursing care are of utmost importance. The “patient” is defined as any person, family or community that is experiencing an event that impacts their physical, emotional or spiritual well-being. Our faculty share a holistic understanding of health as “peace within”. We believe our nursing students are uniquely educated and expertly skilled to positively influence clients toward the promotion of health.

The nursing students at West Virginia Junior College practice competent care that is learned and expanded upon through both didactic and clinical instruction. Education received at West Virginia Junior College prepares the graduate nurse to make complex judgments and to further develop into the competent nurse of the future. The nursing process helps guide the nursing student and to ensure maximum functional achievement for the patient, family and community. We, at West Virginia Junior College, believe that successful nurses must display certain core characteristics. These core characteristics are: empathy, clinical judgment, interpreter and provider of learning to clients, families and communities, acceptance of diversity, and a commitment to lifelong learning. It is through mastery of these core characteristics that students demonstrate the ability to take part in a client’s achievement of health.

The curriculum at West Virginia Junior College is based on Jean Watson’s Theory of Caring. The ten curative factors are used to contrast with conventional medicine’s curative factors in an attempt

to lessen the effects of illness, promote comfort and healing and to assist clients to an optimum state of health or a death with dignity.

- 1. The formation of a humanistic-altruistic system of values*
- 2. The instillation of faith-hope*
- 3. The cultivation of sensitivity to one's self and to others*
- 4. The development of a helping-trusting relationship*
- 5. The promotion and acceptance of the expression of positive and negative feelings*
- 6. The systematic use of the scientific problem-solving method for decision making*
- 7. The promotion of interpersonal teaching-learning*
- 8. The provision for a supportive, protective, and (or) corrective mental, physical, sociocultural, and spiritual environment.*
- 9. Assistance with the gratification of human needs*
- 10. The allowance for existential-phenomenological forces*

*(Watson, 1985,)*

The teaching learning process occurs in a supportive environment of mutual respect and honesty. Students are encouraged to take responsibility for their own learning and act as advocates for themselves as learners as well as their clients. Learners at West Virginia Junior College Nursing Program often take the role of “student as teacher” in order for further comprehension to occur. West Virginia Junior College faculty provide competent guidance to their students in a positive and supportive manner. Our curriculum is reflective of the changing needs of our clients. Furthermore, we believe that faculty act as role models to our students and each other. At our core, is our pursuit of excellence in practice and striving for brilliance in nursing care. The educational aim of the West Virginia Junior College Nursing Program is the development of competent individuals prepared for the NCLEX-RN and subsequent responsibilities as registered nurse. The curriculum concepts are congruent with this goal and these beliefs. The conceptual framework at West Virginia Junior College is Caring. Caring is essential to healing (or wellbeing) and should be the focus of nursing decisions and actions. Central to the Conceptual Framework are the metaparadigm concepts of nursing, person, health, and environment. While the metaparadigm concepts of nursing, person, health and environment form the foundation of the Conceptual Framework, the following integrating concepts shape the curriculum: client environment, critical thinking, quality and safety, nursing process, communication, role development, relationship-centered care and collaboration and teamwork. Educating reflective

nurse professionals requires a curriculum that incorporates core characteristics core knowledge, and role development.

### **Metaparadigm Concepts**

Person: The concept of person is introduced in the very first courses of the nursing program and is applied throughout the curriculum through the application of the concept of person in relation to nursing theory and skills and through the application of nursing care of the individual in the clinical arena in relation to the biological-psycho-social-spiritual dimensions of care. The person or client is the direct recipient of all nursing care and basic to the concept of client needs.

Health: Health, and the promotion of health, is the ultimate goal of nursing and are intertwined throughout the nursing curriculum. The nurse both promotes the health of the client and maintains the health of the client through provision of nursing care based on the art and science of nursing and the physiological and technological sciences. When the client's prognosis is toward an impending death, the nursing care is toward providing for the client's needs for comfort and promotion of the client's right to a dignified death.

Environment: Environment, both the internal and external environments, has a direct effect on the person, family, or society. Environment is addressed throughout the curriculum beginning with the sciences and included in all nursing classes. The internal environment of physiological and psychosocial integrity and the effect of the environment in the promotion of client health are initially addressed in the general education courses of Anatomy and Physiology, Chemistry, and Microbiology, and the nursing courses beginning with Fundamentals of Nursing I and II. Through evidence-based practice the nurse provides for the client's needs for a safe and effective care environment.

Nursing: The art and science of nursing is taught throughout the nursing curriculum. The science of nursing has its foundation in the physical, biological, technological, and psychosocial sciences, and builds from simple to complex throughout the nursing courses. The art and science of nursing begins with Fundamentals of Nursing I, promoting an understanding of the principles of safe nursing care and providing the foundation for the care of persons with multiple health problems as taught throughout the rest of the nursing curriculum. Nursing, as a profession, provides a safe and effective care environment, provides for psychosocial and physiological integrity of the client, and promotes and maintains health, as its mission and purpose.

### **Integrating Concepts:**

Client Environment: constitutes the internal and external influences that affect or are affected by the person. These influences include, but are not limited to, biological,

psychological, and spiritual factors, population density, socioeconomic status, cultural diversity, social values and beliefs, and scientific and technological development.

Critical thinking: an active process of analysis exploring relevant phenomena and making judgments to intervene in a therapeutic manner. This reflexive, transferable process involves the ongoing integration and application of a complex set of abilities.

Quality and safety: uses data to monitor the outcomes of care processes and uses improvement methods to design changes to continuously improve the quality and safety of health care systems. Quality care is safe, effective, patient centered, timely, efficient, and equitable. Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

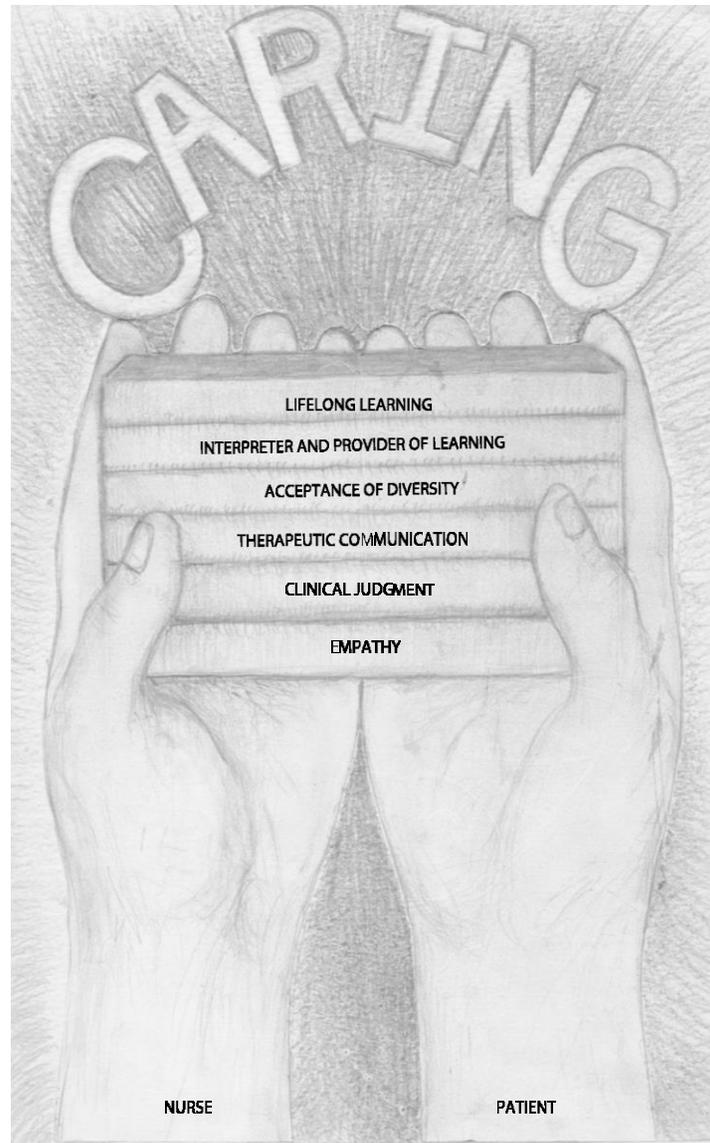
Nursing Process: is a problem solving approach to the identification and treatment of patient problems whether actual or potential. Effective use of the nursing process requires nursing judgment, which is based on clinical judgment, critical thinking, and integration of best evidence into nursing practice. The nursing process includes assessment, diagnosis, planning, implementation, and evaluation of real or potential patient problems.

Communication: within the context of nursing, is a dynamic and interpersonal process that requires at least one messenger and one receiver. The process, which includes interprofessional collaboration, can be either verbal (oral or written) or nonverbal and is influenced by a person's culture, setting, values, beliefs, and perceptions.

Role development: includes delivering safe care and coordinating care as a member of the interprofessional team. The professional nurse evaluates one's own practice as well as contributes to the support and advancement of the profession. The professional nurse focuses on continuous self-evaluation and lifelong learning. The nurse who upholds professional roles and responsibilities advocates for quality health care.

Relationship-centered care: is to support people to actively participate in their healthcare decision-making to improve health care outcomes. It can be defined as care in which all participants appreciate the importance of their relationships with one another. In relationship-centered care the relationships between patients and clinicians remain central, although the relationships of clinicians with themselves, with each other and with community are also emphasized

Collaboration and teamwork: is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of health-care systems includes an understanding of the organization and environment in which nursing and health care is provided.



Watson's model of caring supports the huge paradigm shift in the field of nursing. The conceptual model of the Associate Degree Nursing Program at West Virginia Junior College is a graphic representation of a paradigm that provides a broad frame of reference for a systematic approach to the phenomena with which the discipline is concerned. The purpose of the model is to explicitly recognize WVJC's vision of nursing that serves as the core of the curriculum. At the base of the model is the nurse-patient synergistic relationship. At WVJC the nurse-patient relationship is seen as essential to excellence in health care and practice. The nurse-patient relationship is the foundation for a caring practice. The nurse, with the patient, creates a health promoting and healing environment. The practice of nursing is viewed as a delicate balance of promoting patients' independence and supporting their dependence. The hands depict the environment and conditions where nursing care is provided and student learning evolves. In this environment, nursing care is provided to individuals, families, groups and communities across the lifespan within the health-

illness continuum. In Jean Watson's theory she discusses environment in more abstract terms. She believes, as do the faculty of WVJC that environments should be transformative in nature and caring and healing must be able take place in an environment that the nurse helps create. The nurse helps regulate the environment, making sure all factors for healing are present, such as support, protection and spirituality.

The environment encompasses the core values of empathy, clinical judgment, interpreter and provider of learning, therapeutic communication, acceptance of diversity and a commitment to lifelong learning represented by the books that are held tightly by the hands and the ten fingers which represent the ten carative factors. Caring is the central focus and is viewed as the essence of nursing. Caring is seen as essential to the relationship and enables the nurse and patient to work together to help the patient obtain the optimal level of wellness and surrounds all core competencies. The Core Characteristic of caring/empathy is characterized by genuine, warm, and sensitive providers of nursing care who demonstrate respect for self and colleagues, and healthy self-esteem. These providers use positive communication skills that are growth producing for clients and colleagues.

### **Core Characteristics**

*Clinical Judgment:* is characterized by having a clear opinion following a period of reflection whereas the term clinical indicates that which is related to the client. In particular, it requires the ability to assess, to reason and to summarize in order to achieve logical deduction. Clinical judgment in itself encompasses a cycle of sensory activities which begins with perceptions and which is followed by cognitive functions associated with the intellectual processing of information through the mental operation of reasoning and judgment.

*Interpreter and Provider of learning:* is characterized by individuals whom take initiative and responsibility for learning; diagnosing own learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes. Teachers provide scaffolding, mentoring, and advising while peers provide collaboration. Through the process learners transfer learning, in terms of both knowledge and skill, from one situation to another thus becoming the provider of learning while applying the nursing processes in the clinical setting to educate both formally and informally.

*Therapeutic Communication:* is characterized by the use of specific strategies that encourage an individual to express feelings and ideas that conveys acceptance and respect. Whether working with clients, colleges or

peers, the nurse engages in purposeful, nonjudgmental communication directed toward a specific outcome.

Acceptance of Diversity: is characterized by understanding and respecting differences, acknowledging similarities, and embracing and enhancing cultural literacy. One that has acceptance of diversity believes that each individual is unique and moves beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Life- Long learning: is characterized by the provision or use of both formal and informal learning opportunities undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and professional development and improvement. Lifelong learning involves seeking and appreciating new worlds or ideas in order to gain a new perspective as well as questioning one's environment, knowledge, skills and interactions. The most essential characteristics of a lifelong learner are reflection, questioning, enjoying learning, understanding the dynamic nature of knowledge, and engaging in learning by actively seeking learning opportunities.

Caring/Empathy: is characterized by genuine, warm, and sensitive providers of nursing care who demonstrate respect for self and colleagues, and healthy self-esteem. These providers use positive communication skills that are growth producing for clients and colleagues.

The curriculum integrates professional standards and competencies from the NLN Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing, the American Nurses Association (ANA) Scope and Standards of Practice, QSEN, and the West Virginia Board of Examiners of Registered Nurses Guidelines. All the previous, along with the ADN Mission and Philosophy have been utilized to develop the nine (9) Level One Outcomes, nine (9) Level Two Outcomes and the nine (9) End of Program Outcomes. The ultimate goal of the nursing program at WVJC is to graduate mature learners that exhibit the above core characteristics and apply the eight (8) integrating concepts that emerge from those core characteristics.

The program has condensed the six (6) core characteristics and eight (8) integrating concepts into nine (9) end of program outcomes, nine (9) level one outcomes and nine (9) level two outcomes for ease of evaluating the identified behaviors sets across the curriculum in course organization, content, and evaluation strategies. They are as follows:

## ***Program Outcomes***

- 1. Respect the dignity, worth, and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings***

### **Level I Outcome:**

Identify the person, family or community as a biological, psychological, social, economic, culturally diverse spiritual being.

### **Level II Outcome:**

Incorporate beliefs, interests and needs of clients to provide holistic nursing care across the life span to culturally diverse persons, families and communities

Integrating Concept: Relationship-Centered Care

Client Environment

Core Characteristic: Caring/Empathy

- Acceptance of Diversity

- 2. Provide safe, competent, evidenced based nursing care to individuals, families and communities through promotion, maintenance and restoration of health; prevention of illness while maintaining physical, emotional and spiritual support throughout the life span.***

### **Level I Outcome:**

Examine caring and the use of Nursing process to implement safe nursing care to culturally diverse persons, families and communities with varied lived experiences.

### **Level II Outcome:**

Apply the principles of safe nursing care to the care of culturally diverse persons, families and communities in a variety of health care environments

Integrating Concept: Quality and safety

Core Characteristic: Clinical Judgement

- 3. Integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan***

### **Level I Outcome:**

Identify the need for research findings in nursing practice decisions

### **Level II Outcome:**

Begin to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan

Integrating Concept: Nursing Process

Core Characteristic: Lifelong Learning

4. *Accept responsibility and accountability for the effectiveness of one's own nursing practice and professional growth as a learner, clinician, and leader.*

**Level I Outcome:**

Identify the accountability for personal and professional conduct within the role of the registered nurse in caring for culturally diverse persons, families and communities

**Level II Outcome:**

Demonstrate accountability for personal and professional conduct within the role of the student nurse in caring for culturally diverse persons, families and communities

Integrating Concept: Role Development

Core Characteristic: Interpreter and provider of learning

5. *Practice professional nursing competently in diverse settings, utilizing caring and critical thinking and therapeutic nursing interventions with culturally diverse individuals, families, and communities at any developmental stage*

**Level I Outcome:**

Identify the principles of safe nursing care for culturally diverse persons, families and communities in a variety of health care environments

**Level II Outcome:**

Establish a caring, therapeutic relationship, within a culturally diverse population while applying knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management.

Integrating Concept: Critical thinking

Nursing Process

Core Characteristic: Caring/Empathy

Interpreter and provider of learning

6. *Utilize the nursing process in the assessment, nursing diagnosis, planning, implementation, and evaluation of care of culturally diverse persons, families and communities*

**Level I Outcome:**

Recognize the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation, and evaluation of patient care

**Level II Outcome:**

Investigate the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation and evaluation of patient care

Integrating Concept: Critical thinking  
Nursing Process

Core Characteristic: Interpreter and provider of learning

7. *Apply concepts of leadership, autonomy and management to the practice of professional nursing.*

**Level I Outcome:**

Examine as a learner the concepts of autonomy and advocacy as they relate to other providers of nursing care.

**Level II Outcome:**

Apply, as a student, the concepts of autonomy and advocacy in relationships with other health care providers in the advancement of care of culturally diverse persons, families and communities

Integrating Concept: Collaboration and Teamwork  
Communication

Core Characteristic: Therapeutic Communication  
Lifelong Learning

8. *Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.*

**Level I Outcome:**

Identify caring as an ethical and moral aspect of nursing.

**Level II Outcome:**

Utilize caring in the clinician role as it relates to nursing care of culturally diverse persons, families and communities

Integrating Concept: Quality and safety  
Relationship-centered Care

Core Characteristic: Empathy/Caring

**9. *Communicate effectively in interactions with culturally diverse persons, families and communities and other health care providers.***

**Level I Outcome:**

Recognize the principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness

**Level II Outcome:**

Apply selected principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness.

Integrating Concept: Communication

Teamwork-Collaboration

Core Characteristic: Therapeutic Communication

## Course Outcomes

Course Outcome	Level II Outcome	End of Program Outcome/Role Specific Outcomes
<i>1. Promote cultural sensitivity and cultural competent care that respects each individual's right to be understood as a unique individual.</i>	Incorporate beliefs, interests and needs of clients to provide holistic nursing care across the life span to culturally diverse persons, families and communities	Respect the dignity, worth, and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings  (Integrating Concept: Client Environment)
<i>.2. Analyze the use of professional standards in directing and evaluating safe nursing care in clinical settings</i>  <i>3. Practice within a framework of professional, ethical and legal standards applicable to the nurse as delegator, coordinator and manager of client centered care.</i>	Apply the principles of safe nursing care to the care of culturally diverse persons, families and communities in a variety of health care environments	Provide safe, competent, evidence based nursing care to individuals, families and communities through promotion, maintenance and restoration of health; prevention of illness while maintaining physical, emotional and spiritual support throughout the life span  (Integrating Concept: Quality and Safety)
<i>4. Utilize skills of inquiry and research as a means to enhance knowledge base, facilitate change, and improve quality of care</i> <i>5. Relate how professional nursing standards, clinical standards of care, and evidence-based decision-making are essential to effective care delivery and outcomes</i>	Begin to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan	Integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan  (Integrating Concept: Critical Thinking)
<i>6. Examine strategies useful in personal career planning, role transition, and professional development to promote successful</i>	Demonstrate accountability for personal and professional conduct within the role of the student nurse in caring for	<i>Accept responsibility and accountability for the effectiveness of one's own nursing practice and professional growth as a</i>

<p><i>transition from student to graduate nurse</i></p> <p><b>7. Perform nursing roles (clinician, educator, researcher, and leader) at a beginning level of independent professional nursing practice while utilizing the West Virginia Junior College Associate Degree of Nursing Conceptual Model.</b></p>	<p>culturally diverse persons, families and communities</p>	<p><b><i>learner, clinician, and leader.</i></b></p> <p>(Integrating Concept: Role Development)</p>
<p><b>8. Assess personal growth as a nurse leader based on professional standards and ethical principles</b></p> <p><b>9. Demonstrate the skills of critical reasoning and decision making in dealing with the complex problems faced by management/leadership in health care organizations</b></p>	<p>Establish a caring, therapeutic relationship, within a culturally diverse population while applying knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management.</p>	<p><b><i>Practice professional nursing competently in diverse settings, utilizing caring and critical thinking and therapeutic nursing interventions with culturally diverse individuals, families, and communities at any developmental stage</i></b></p> <p>(Integrating Concepts: Relationship Centered Care)</p>
<p><b>10. Integrate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership/management actions.</b></p> <p><b>11. Collaborate with interdisciplinary health care team members in prioritizing, delegating and coordinating quality/cost effective healthcare for culturally diverse persons, families and communities utilizing the nursing process</b></p>	<p>Investigate the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation and evaluation of patient care</p>	<p><b><i>Utilize the nursing process in the assessment, nursing diagnosis, planning, implementation, and evaluation of care of culturally diverse persons, families and communities</i></b></p> <p>(Integrating Concepts: Nursing Process)</p>
<p><b>12. Recognize the leadership ability necessary for nurses to promote collaborative relationships with patients, families and inter and intra</b></p>	<p>Apply, as a student, the concepts of autonomy and advocacy in relationships with other health care providers in the advancement</p>	<p>Apply concepts of leadership, autonomy and management to the practice of professional nursing.</p>

<p><i>members of the healthcare team through the successful completion of the preceptor experience</i></p> <p><b>13. Use effective beginning level leadership skills as an advocate for professional nursing and serve as a role model.</b></p> <p><b>14. Analyze leader, managerial, and follower behaviors and practices that promote / hinder effective teamwork in professional nursing practice</b></p>	<p>of care of culturally diverse persons, families and communities</p>	<p>(Integrating Concept: Role Development)</p>
<p><b>15. Recognize the importance of promoting the image of nursing as a science driven, technologically skilled, caring profession.</b></p> <p><b>16. Integrate the concepts of caring into personal, leadership, and management behaviors</b></p>	<p>Utilize caring in the clinician role as it relates to nursing care of culturally diverse persons, families and communities</p>	<p><b><i>Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.</i></b></p> <p>(Integrating Concept: Role Development)</p>
<p><b>17. Analyze theoretical components of communication, collaboration, negotiation, conflict resolution, and motivation in the development of one's professional behavior</b></p> <p><b>18. Utilize effective written, oral, and behavioral communication skills as a beginning leader and member of the health care team</b></p>	<p>Apply selected principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness.</p>	<p><b><i>Communicate effectively in interactions with culturally diverse persons, families and communities and other health care providers.</i></b></p> <p>(Integrating Concept: Communication and Collaboration/Teamwork)</p>

## **Guidelines for Clinical Preceptor**

### The Role of the Preceptor

- Participate in identification of learning needs of the nursing student
- Set goals with the student in collaboration with the faculty and curriculum
- Review the course objectives and the student's personal goals for the practicum; assist student in modifying any unrealistic goals
- Act as a role model
- Provide patient care in accordance with established, evidence-based nursing practice standards
- Fulfill nursing duties according to hospital and unit policies and procedures
- Maintain mature and effective working relationships with other health care team members
- Use resources safely, effectively and appropriately
- Demonstrate leadership skills in problem solving, decision making, priority setting, delegation of responsibility and in being accountable
- Recognize that nursing role elements may be new to the student
- Facilitate the student's professional socialization into the new role and with a new staff
- Provide the student with feedback on his/her progress, based on preceptor's observation of clinical performance, assessment of achievement of clinical competencies and patient care documentation
- Plan learning experiences and assignments to help the student meet weekly professional and clinical goals
- Consult with the clinical faculty as necessary
- Contact the faculty member should problems arise.
- Participate in educational activities to promote continued learning and professional growth
- Participate in ongoing evaluation of the program
- Complete the final practicum evaluation of the student's performance and return it to course faculty at the end of the practicum.

**Some Tips:**

- Remember how you felt when you started a new job and how incompetent you felt. If you can remember how overwhelmed you felt, then you can understand the student.
- Discuss with and give your preceptee pointers on how to best organize the workday
- Discuss how you identify priorities and demonstrate how you go about implementing strategies to achieve your outcomes for the day.
- Always provide supervision and/or guidance when the preceptee is or will be performing unfamiliar skills
- Make the student feel welcome by introducing him/her to other staff members.
- Listen to what the students need or want to learn, and don't present only what you want to teach. One teaches more by what one does than by what one says.
- Take time in the beginning to explain explicitly what will be expected.
- Remember that every individual is unique and that you must tailor the learning to the individual.
- Get to know the student's strengths and weaknesses as soon as possible, and then help find experiences to address the weaknesses and capitalize on the strengths.
- Be patient and understanding.
- Give the student some independence; don't do too much for them.
- Don't rush the teaching.
- Communicate!
- Be open and honest.
- Encourage the student to either ask for advice or consult with any member of the staff if unsure of his/her assessment of a patient.
- Encourage questions
- Make sure to take 10-15 minutes at the end of the shift to review what was learned, answer questions and set goals for the next time.
- Give feedback along the way

**Role of Faculty:**

The College faculty will:

- Facilitate student placement with appropriate preceptor.
- Assume responsibility for the overall coordination of the student's clinical experience.
- Maintain contact with preceptor regarding student performance and progress in the course.
- Approve practicum activities, i.e. lesson plan, teaching materials, and evaluate materials.
- Review student practicum activities
- Review and comment on the student's reflective journaling
- Consider a written evaluation of the student as provided by the preceptor in awarding a grade for the course.
- Be available to the clinical preceptor and student during the course
- Meet with the student and the preceptor to discuss the student's progress and exchange ideas and/or suggestions to better achieve outcomes.

**Role of Students:**

The Nursing Education student will:

- Represent the nursing profession and WVJC College of Nursing in a professional manner at all times.
- Wear WVJC identification when in the clinical practicum site.
- Maintain appropriate confidentiality regarding organizational proprietary information outside the realm of the practicum and organization.
- Discuss course objectives and goals for the practicum with the preceptor prior to beginning the term.
- Negotiate details of course project (pre/post conference/classroom teaching experience, etc.) with the preceptor and submit to course faculty for approval.
- Work in a mentored relationship with the preceptor educator with regard to achieving course objectives and student goals for the practicum.
- Maintain open communication with the preceptor and faculty.
- Maintain accountability for own learning activities.
- Prepare for each clinical experience as needed.
- Be accountable for own nursing actions while in the clinical practicum setting.
- Contact faculty by telephone or email if faculty assistance is necessary.
- Respect the confidential nature of all information obtained during clinical practicum experiences.
- Develop expanded knowledge and skills in the defined area of the nursing practicum.
- Use problem solving and critical thinking to adapt scientific knowledge to the clinical practicum area.
- Seek learning opportunities throughout the practicum experience.
- Complete critical self-evaluation.
- Adhere to agency policies and procedures.

- Develop collaborative professional relationships with clients, the preceptor, agency personnel, and other health care professionals.
- Complete preceptorship course requirements.
- Participate in the evaluation of the course.

### **Student Requirements for Preceptor Learning Experiences**

All students are required to complete 144 hours in clinical activities over the course of the six weeks during NUR 208 Professional Development and Leadership directly with an assigned clinical nurse preceptor. Each student will forward to the faculty coordinator a calendar which outlines dates and times when clinical hours will be completed. If a student cannot obtain a schedule through the entire clinical rotation period, the student may provide weekly updates to the faculty coordinator. The faculty coordinator must approve use of the weekly update. Initial written schedules are due to the course faculty no later than two days before the first scheduled clinical day. Failure to the clinical schedule in a timely manner will result in placement of the student on unsafe practice (Student Handbook). No student can participate in a learning experience with a clinical nurse preceptor for more than 40 hours a week or more than a 12-hour shift per day. All students will be required to keep a calendar of days and hours spent in the clinical setting on the Clinical Experience Log. Each clinical experience must be signed by the student and co-signed by the clinical nurse preceptor. The Clinical Experience Log will be submitted weekly to the faculty coordinator. Students are to follow the dress code established by the WVJC Nursing Program. Students are to keep a daily journal of activities. Specific objectives of the course should be addressed in the journal in relationship to clinical activities in which the student is involved. The journal will be collected as specified by the faculty coordinator. The student is responsible for keeping the faculty coordinator informed of all schedule changes. If a student is required to complete an incident report during clinical practice, the faculty coordinator must be notified IMMEDIATELY. The student is expected to complete the incident report per facility policy and sign the form. The clinical nurse preceptor must co-sign the incident report. Students who fail to report an incident will be placed on unsafe practice.

### **Clinical Journal**

Clinical logs are part of the NUR 208 course and provide a reflective journal of learning objectives and how the student is meeting them through analysis and evaluation of specific events (i.e., a meeting attended, observation of an interview for hire, preceptor's task, change project activities, etc.). An important purpose of the clinical journal is to provide guided opportunities for students to "think aloud" on paper, reflecting on their own perceptions or understandings of the situations they encounter in the clinical experience. In doing so, they learn to synthesize theory and practice, apply relevant research and literature to actual experiences and raise questions for further study. Entries are required for each clinical day throughout the preceptorship. Each journal entry should describe a clinical incident which the student found significant. The clinical incidents should describe client care episodes which stimulated the student's thinking.

For each journal entry you are to discuss the following points:

1. Describe what nursing interventions were done by you or others.
2. Describe your decision-making process.
3. Describe what you would do differently when a similar incident occurs.
4. Identify previously learned knowledge/clinical experiences (those that helped in this situation).
5. Describe your strengths and weaknesses. Include thoughts, perceptions and feelings.
6. Describe resources you identified and/or utilized and the rationale for their use

### *Legal and Practice Considerations*

Nursing students are accountable for their own actions. Student nurses are responsible for knowing their abilities and limitations and for asking questions as needed. Following orientation by the instructor, the preceptor is responsible to assign the student appropriately based on the students' level of nursing education. Any questions regarding what a student may or may not do during clinical should be immediately directed to the course instructor. Safety and critical thinking are the dominant components of a successful clinical experience. If a preceptor has concerns about the safety of the student's clinical practice or the student's ability to demonstrate appropriate critical thinking skills, the clinical instructor should be contacted **immediately**.

## "Reality Shock" or "From Novice to Expert"

The term "reality shock" is sometimes used to describe the reaction of students when they discover that the clinical experience does not always match the values and ideals that they had anticipated. There are four phases of adaptation to this reaction: the honeymoon, the shock, the recovery and the resolution. This same paradigm is described by Patricia Benner and her colleagues in the classic text *From Novice to Expert: Excellence and Power in Professional Nursing Practice*.

Stage	Behaviors	How to Help
The Honeymoon	<ul style="list-style-type: none"> <li>perceives everything as being wonderful</li> <li>fascinated by the newness of the experience</li> <li>focused on mastery of skills, routines and integration with the staff</li> </ul>	<ul style="list-style-type: none"> <li>harness the student's enthusiasm for skills and routines</li> <li>be realistic but don't stifle the enthusiasm</li> <li>introduce the student to the staff, be inclusive</li> </ul>
The Shock/Crisis	<ul style="list-style-type: none"> <li>sets in when needs and goals are not met</li> <li>experiences outrage</li> <li>rejects school and work values</li> <li>preoccupied with the past</li> <li>globally negative</li> </ul>	<ul style="list-style-type: none"> <li>be a good listener</li> <li>have the student record his/her suggestions for improvement</li> <li>provide opportunities to vent</li> <li>assist the student to see more of the situation and view it more objectively</li> </ul>
The Recovery	<ul style="list-style-type: none"> <li>sense of humor returns</li> <li>tension lessens</li> <li>discrimination between effective and ineffective behaviors</li> </ul>	<ul style="list-style-type: none"> <li>assist student to see positives</li> <li>talk about ways to improve the work environment</li> <li>verify and support critical thinking efforts</li> </ul>
The Resolution	<ul style="list-style-type: none"> <li>conflicts in values resolve in either constructive or destructive ways (crisis doesn't last forever)</li> <li>could see rejection of role/nursing or burnout, or new ways to cope positively</li> </ul>	<ul style="list-style-type: none"> <li>assist the student with constructive problem solving</li> <li>help the student with new, more helpful coping mechanisms</li> <li>acknowledge and manage conflicts that persist</li> </ul>

## *The Phases of Preceptorship*

### **Establishing the Relationship**

Establishing trust is one of the most crucial steps in the preceptor-student relationship and provides the foundation upon which the learning experience will develop. The student frequently experiences anxiety in this new learning situation and can benefit from structure provided by the preceptor. In the first few weeks of the semester, the focus of the relationship is to clarify roles, discuss mutual experiences, and review the student's background, career goals and learning objectives and to discuss agency policies. Orienting the student to the clinical setting promotes entry into the system and communicates respect and acceptance.

### **The Working Phase**

The implementation of an educational plan is the main focus of the working phase. Reviewing the student's experience, discussing patients, exploring feeling regarding the experience and identifying the meeting of learning objectives are all appropriate areas that can be discussed. Feedback from the preceptor on a regular basis assists the student in maximizing his/her strengths and systematically addressing problems that may interfere with the achievement of the professional role. During this phase, the preceptor serves as role model, resource person and consultant to the student. By demonstrating his/her own skills as an expert clinician, the preceptor assists the student in role development, application of theory and science, problem solving and decision making. An effective strategy is to encourage the student to observe and analyze the preceptor's role as s/he works with patients and families and interacts with colleagues and staff members. Mutually sharing observations and discussing strategies for nursing practice enables the student to enrich his/her own understanding of how the role is operationalized and how problems are solved. As the relationship progresses the preceptor becomes less directive and the student becomes more independent and self-reliant. Evaluation is an ongoing process to assess how the learner is achieving his/her goals. At least daily verbal feedback is helpful. Students, through their clinical logs and competency check lists, should track their own progress and accomplishments. Formal, written evaluation procedures should occur at midterm and at the end of the experience, using the program evaluation forms provided. The clinical faculty is responsible for the grade but the input of the preceptor is invaluable.

## **The Learning Process**

- Learning is an active and continuous process manifested by growth and changes in behavior.
- Learning styles vary from one individual to another.
- Learning is dependent on the readiness, emotional state, abilities and potential of the learner, as well as his/her life experiences.
- Learning happens when the material to be learned is relevant to the learner.
- Moving from simple to complex and known to unknown facilitates learning.
- Learning is facilitated when the student has an opportunity to test ideas, analyze mistakes, take risks and be creative.
- Learning is facilitated when the learner has feedback of his/her progress toward the goal.
- Learning takes place more effectively in situation where satisfaction is derived: good work deserves praise just as problem performance requires correction.

## **Principles of Effective Communication**

- An active listener shows interest and acceptance.
- Eye contact is important.
- Be open-minded and avoid prejudging the speaker or the message.
- Tune into words, meanings and feeling conveyed.
- Focus on the central message or the message being sent.
- Note the other person's body language (and your own...).
- Avoid interrupting.
- Listen first, and then respond.
- Ask questions to verify your understanding of the message: 'Do I understand you correctly that...' 'What I hear you saying is...'
- Communication involves both the sending and receiving of a message.

**Steps in Problem Solving**

- Define the nature of the problem.
- Identify possible causes of the problem.
- List a number of possible solutions for each cause: identify the evidence for each one.
- Select the best solution.
- Decide on necessary actions and implement them.
- Reassess, evaluate and re-plan as necessary.

**Steps in Decision Making**

- Determine situations that require some action be taken.
- Analyze possible courses of action and the potential effects (determine pros and cons, gather facts and opinions).
- Select the best course of action from the available alternatives.
- Implement the selected action.
- Monitor the effect of the decision.
- Reevaluate the decision in the light of the effects.

### CLINICAL EXPERIENCE DOCUMENTATION (OF HOURS)

In the following table, record the student's clinical experience of hours.

Date	Clinical Hours	Preceptor's Signature	Student's Initials
TOTAL HOURS			

I verify \_\_\_\_\_ has completed the above clinical experience hours under my supervision.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### STUDENT EVALUATION OF PRECEPTOR

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor Name & Agency: \_\_\_\_\_

Please indicate with a check mark how you experienced or perceived your clinical preceptor.

	Seldom	Sometimes	Frequently	N/A
Demonstrates understanding of preceptor role				
Demonstrates understanding of leader/manager role				
Serves as an effective role model for leadership and management principles				
Demonstrates strong positive interpersonal skills with other members of the health team				
Demonstrates negotiation and conflict management skills				
Facilitates student's identified goals and objectives				
Encourages student to assume responsibility and accountability				
Provides feedback, when questions or situations arise, which is timely and appropriate.				
Demonstrates critical thinking behaviors.				
Assists student in decision making process				
Allows student to suggest alternatives to the preceptor's ideas				
Suggests and provides additional learning experiences, when appropriate, to meet student's needs.				
Help you identify your learning needs?				
Encourage questions?				

Encourage you to be independent as you gained experience?				
Help you recognize and utilize resource persons other than himself/herself?				

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_

## STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name: \_\_\_\_\_

Clinical Setting: \_\_\_\_\_

*Please circle appropriate column for each area of evaluation.*

	INDEPENDENT 4	SUPERVISED 3	ASSISTED 2	DEPENDENT 1
Nursing Assessment	Assesses a complex individual to produce a complete database, incorporating lifestyle, biologic, health care system and environmental factors Independently.	Assesses a complex Individual to produce a complete database, incorporating lifestyle, biologic, health care system and environmental factors with instructor guidance	Requires consistent direction to apply assessment skills to achieve a complete database	Does not determine parameter of assessment. Cannot identify nor apply assessment
Application of Appropriate Interventions	Identifies and applies concepts, rationale, and role in goal directed discriminating decisions and plan of care independently.	Identifies and applies concepts, rationale, and role in goal directed discriminating decisions and plan of care with instructor guidance.	Identifies and applies concepts, but cannot trace decisions and interventions to rationale. Plan of care inconsistent with goals.	Does not identify concepts and roles without prompting. Makes decisions regarding client care with difficulty
Synthesis and Application of Principles	Analyzes theoretical knowledge correctly without instructor guidance	Analyzes principles. Theoretical knowledge is correctly applied to the clinical area with instructor guidance.	Identifies principles. Needs direction from instructor to translate application of knowledge.	Incorrectly identifies principles. Application of principles is inappropriate within evidence of research.

Professional Roles and Responsibilities	Consistently accepts accountability and acknowledges responsibility in the professional nursing role in order to meet clinical objectives	Requires one counseling session regarding accountability and acknowledgment of responsibilities for actions in the clinical setting.	Requires more than one counseling session regarding accountability and acknowledgment of responsibilities for actions in the clinical setting	Does not demonstrate accountability and responsibility for personal actions in the clinical setting.
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Documentation	Independently documents client care succinctly and accurately, timely	Documents client care accurately, succinctly and timely with guidance.	Requires frequent direction to document succinctly and accurately.	Does not identify pertinent elements for documentation
Respects the dignity, worth and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings.	Consistently respects the dignity, worth and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings	Requires one counseling session regarding respecting the dignity, worth and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings.	Requires more than one counseling session regarding respecting the dignity, worth and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings	Does not identify uniqueness of others or respect the dignity of others.
Provide safe, competent, evidence based nursing care to individuals, families and communities through promotion, maintenance	Consistently is able to delegate and prioritize safe nursing care aimed at meeting the needs of culturally diverse persons, families and communities	Requires one counseling session regarding how to coordinate, delegate, and prioritize safe nursing care aimed at meeting the	Requires more than one counseling session regarding how to coordinate, delegate, and prioritize safe	Is unable to coordinate, delegate, and prioritize safe nursing care aimed at meeting the needs of culturally diverse persons, families and communities

and restoration of health; prevention of illness while maintaining physical, emotional and spiritual support throughout the lifespan		needs of culturally diverse persons, families and communities	nursing care aimed at meeting the needs of culturally diverse persons, families	
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Able to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan	Consistently is able to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan	With guidance, the student is able to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan	Requires frequent direction to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan	Is unable to correlate the importance to nursing care and research and therefore is unable to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan
Apply concepts of leadership, autonomy and management to the practice of professional nursing	Consistently applies concepts of leadership, autonomy and management to the practice of professional nursing	With instructor guidance, applies concepts of leadership, autonomy and management to the practice of professional nursing	Requires consistent direction to apply concepts of leadership, autonomy and management to the practice of professional nursing	Is unable to apply concepts of leadership, autonomy and management to the practice of professional nursing
Integrates professional caring into practice decisions, that encompasses	Consistently integrates professional caring into practice decisions, that encompasses	With instructor guidance, integrates professional caring into practice decisions, that encompasses	Requires frequent reminders to integrate professional caring into practice	Student is unable to exhibit caring on the clinical unit and has difficulty in situation that involve ethical

values, ethical and moral and legal aspects of nursing	values, ethical and moral and legal aspects of nursing	values, ethical and moral and legal aspects of nursing	decisions, that encompasses values, ethical and moral and legal aspects of nursing	and moral or legal aspects of nursing
Communicates effectively in interaction with culturally diverse persons, families, and communities and other health care providers	Consistently communicates effectively in interaction with culturally diverse persons, families, and communities and other health care providers	With instructor guidance, communicates effectively in interaction with culturally diverse persons, families, and communities and other health care providers	Requires consistent direction to Communicates effectively in interaction with culturally diverse persons, families, and communities and other health care providers	Student is unable to communicate effectively in various roles of the nurse when in interactions with other health care providers, clients or families

(Completed Weekly by Preceptor)

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_



West Virginia Junior College is accredited by the Accrediting Bureau of Health Education Schools (ABHES).

Accrediting Bureau of Health Education Schools (ABHES)  
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West Virginia Junior College Associate Degree of Nursing Program is accredited by the West Virginia Board of Examiners for Registered Professional Nurses

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