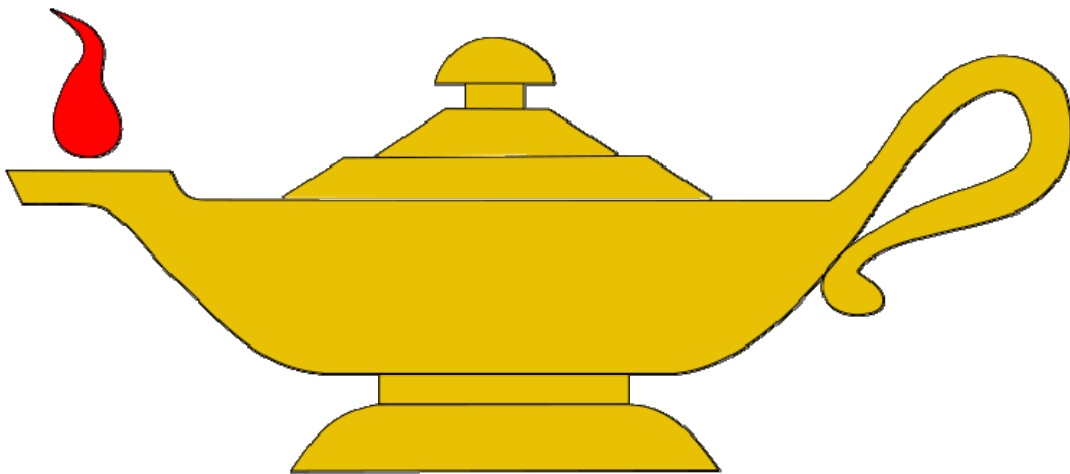


**Mount San Antonio College**

**Associate Degree Nursing Program**

**Nursing 11: Preceptorship In Nursing**

**Course Syllabus**



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Fall 2021

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## Associate Degree Nursing Program

### Nursing 11: Preceptorship in Nursing

*Units Credit: 2.0*

*Prerequisites: Nursing 10 or Advanced Placement Degree Appropriate, CSU*

*108 hours lab*

**Course Description:** The focus of this course is to assist the second year student to adapt the role of graduate nurse and prepare for professional responsibilities in employment. The student will participate as a pre-licensed preceptee member of the health team and will assume responsibility for a group of clients under the direct supervision of a qualified registered nurse. Uniforms are required. The student must receive a satisfactory evaluation in this laboratory course in the clinical setting in order to pass the course. One-hundred and eight (108) hours of clinical time is to be arranged and completed during the 3 weeks of preceptorship. The student must be present each arranged clinical day for a full eight hours or more. Clinical days will be arranged with preceptors and approved by the clinical liaison professor. ***This course includes arranged hours. These hours are required and will be documented by the professor. Students who do not meet the minimum number of required hours will not receive credit for the course.***

**Board of Registered Nursing – Title 16, California Code of Regulations:** *A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a **faculty-planned and supervised experience** comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum.*

**Laboratory Objectives:** In addition to laboratory objectives from previous courses (which include personal hygiene, human sexuality, cultural diversity, nutrition, pharmacology, legal aspects, social/ethical aspects, management/leadership threads) the laboratory objectives are as follows:

Utilizing nursing knowledge, skills and protocols to assure an environment conducive to restoration and maintenance of clients in clinical settings, including medical surgical settings and any areas where clinical objectives can be met, the preceptee will:

- Apply theoretical base to clinical practice by:
  - discussing the pathophysiology, pertinent nursing diagnoses, and interventions for assigned clients 90% of the time.
  - discussing the medications, contraindications, administration precautions, and significant side effects for those medications given to assigned clients with 100% accuracy.
  - demonstrating the theoretical knowledge base, through clinical performance, related to pathophysiology, pertinent medical history, and priority nursing

diagnoses, first and second level assessment, goals and nursing intervention with 75% accuracy.

- charting complete and accurate nursing assessments, interventions and evaluations in relationship to client's identified problems 90% of the time.

\*Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.

- Demonstrate effective interpersonal communication skills by:
  - utilizing principles of therapeutic communication with adult medical-surgical clients and their significant others 95% of the time.
  - utilizing crisis intervention techniques appropriately.
  - \* utilizing courteous, tactful behaviors with clients, significant others, peers, physicians and all members of the health team.
  - discussing situations in which clients and/or their significant others are experiencing high stress levels with 90% accuracy.
  - reporting pertinent nursing assessment findings, interventions, and evaluation to appropriate members of the nursing staff 100% of the time, when there are client changes and when leaving the unit.
  - appropriately initiating student/preceptor communications.
  - utilizing effective communication techniques to relay and receive information with ancillary staff and physicians.
- Demonstrate skills in written communication by:
  - recording, in a systematic and concise manner consistent with agency procedures, a complete initial assessment on all assigned clients 95% of the time.
  - recording changes in client status, procedures, further assessment findings, interventions, evaluations, and visitation by other health care providers, using descriptive terminology.
  - \* completing all written work and clinical reports in a neat, legible manner, and without grammatical or spelling errors.

- Demonstrate professional accountability by:
  - \* notifying instructor/agency/preceptor in all situations when attendance will not be as scheduled.
  - \*submitting a written schedule to the instructor prior to the beginning of the preceptor rotation.
  - notifying instructor in writing of all schedule changes prior to beginning the revised schedule.

\*Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.

- Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.
  - \* punctual and regular attendance at pre-scheduled hours 95% of the time.
  - \* complying with college, nursing department, and agency regulations/policies 100% of the time.
  - \* calling attention to own errors and reporting situations accurately 100% of the time.
  - independently researching client, medications, and procedures 100% of the time.
  - \*obtaining supervision as needed 100% of the time.
  - \*seeking out learning experiences without prompting 90% of the time.
  - adhering to Patient's Bill of Rights 100% of the time.
  - acknowledging own strengths and weakness through written self-evaluation during and at the end of the preceptor experience.
  - identifying, in writing, appropriate weekly clinical objectives specific to personal learning needs.
- Demonstrate application of the nursing process by:
  - assessing, diagnosing, setting goals, planning interventions, and evaluating in relation to assigned client care.
  - adding to or modifying client's written plan of care.
  - developing care plan for all clients admitted.
  - conducting client care plan conferences utilizing the nursing process.

- Demonstrate clinical skills appropriate to entry level practitioner by:
  - collecting appropriate equipment prior to initiating procedures 90% of the time.
  - performing procedures in accordance with health institution policy, guidelines, and underlying principles, seeking assistance when performing a new procedure, 100% of the time.
  - \* verifying doctor's orders before performing procedures or giving medications 100% of the time.

\* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course

- \* utilizing principles of infection control 100% of the time.
- \* calculating I.V. flow rates with 100% accuracy.
- \* calculating drug dosages with 100% accuracy.
- Demonstrate increasing skills in decision making, priority setting, problem solving and organization by:
  - applying principles of organization and time management in planning, implementing and evaluating care for assigned adult medical-surgical clients, utilizing the nursing delivery system of the assigned clinical agency (team, primary, total modular).
  - identifying and initiating priorities of care for assigned client 90% of the time.
  - organizing and completing nursing activities within assigned time frame 85% of the time.
  - \* making decisions with minimal guidance from the preceptor, while protecting the client from physical or emotional jeopardy 100% of the time.
  - utilizing problem solving techniques to meet anticipated and unanticipated client needs 90% of the time.
  - \* modifying and reorganizing activities as needed to perform assignments at the level of a beginning staff nurse 75% of the time.
  - initiating new orders in a timely fashion 80% of the time.
- Demonstrate leadership skills by:
  - giving a complete, concise inter-shift report based on clients' medical diagnoses, nursing diagnoses, pertinent assessment data, nursing interventions and outcomes at least 75% of the time.

- assuming responsibility for a beginning staff nurse workload in a medical surgical setting.
- coordinating nursing care with ancillary services.

\* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.

- recognizing situations which warrant lending assistance to peers and intervening appropriately 75% of the time.
- recognizing situations which warrant delegation of tasks and delegating to appropriate team members 75% of the time.
- Demonstrate problem solving and skill attainment reflected by:
  - personal objectives.
  - client care conferences.
- Demonstrate critical thinking by:
  - client-nurse interactions based on application of the nursing process.
  - observing, interpreting, analyzing client behaviors.
  - prioritizing client needs.
  - developing care plans to guide interventions.
  - demonstrating use of clinical skills during interventions.
  - evaluating client responses to care.
  - revising plans and intervention as needed.
  - organizing time, skills, and personnel to meet client and institutional needs.

### **Method of Grading: Laboratory**

Final Laboratory/ Clinical Evaluations/ Critical Elements: Students must meet **ALL** criteria to receive a satisfactory grade/100% in Laboratory/Clinical portion. This final evaluation will be conducted as one-on-one meeting during the final meeting in FINALS week.



***Evaluation/ Grade Rationale:*** Laboratory performance is evaluated as satisfactory or unsatisfactory by the clinical preceptor in collaboration with the professor.

The Laboratory Grade is based upon the student's written, verbal and/or psychomotor approach to problems, organization, planning abilities (i.e., assessments or care plans, formulation of nursing diagnoses, performance of critical elements). Confidence in decision-making, initiative, responses to increases in stress, and interpersonal relations will also be evaluated. The evaluation reflects the student's grasp of theory and his/her ability to apply concepts and principles to the laboratory situation and in conferences, as well as to care plans, medications-related calculations, problem solving, self-evaluations, and other written works. The course grade is evaluated as satisfactory or unsatisfactory by the clinical preceptor in collaboration with faculty.

The grade for the course is recorded as "credit" for satisfactory clinical laboratory performance and "no credit" for unsatisfactory performance. CREDIT, for satisfactory laboratory performance is applied to the Nursing 11 grade book as a Cr or Credit. UNSATISFACTORY laboratory performance translates into a failing grade (NC or No Credit).

THE DETERMINATION OF SATISFACTORY OR UNSATISFACTORY PERFORMANCE IS BASED UPON THE DEGREE TO WHICH THE STUDENT ACHIEVES THE OBJECTIVES OF THE COURSE. The objectives have been operationalized and are used to assist the student to focus upon the learning experiences to be gained and to evaluate the student in the actual client care setting.

Critical Elements have been identified and are used to guide the student and to determine performance in essential areas. The critical elements are directly related to the laboratory objectives for the course. Failure in one critical element area is cause for failure and/or dismissal from the program.

Students are assisted with learning problems and/or to correct and overcome deficiencies through counseling and guidance by individual didactic and/or laboratory instructors.

Students who do not complete all assigned course work, written material, and all other assignments for laboratory will not receive credit for this course.

Written remediation plans are implemented with individual students as indicated in order to assist their progression in the program and/or individual course. Students may be referred to the Health Careers Resource Center as part of the remediation plan or to gain additional assistance for particular knowledge and/or skills deficiencies. The Director of the program, or the assistant director, may be consulted by faculty and students to further explore ways to ensure students success.

**Required Textbook:** All required textbooks from the previous semesters.

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***(B) 2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity***

## ***Assignments***

The Laboratory/Clinical course grade is based upon the following assignments and evaluations. All assignments must meet a satisfactory grade and meet the criteria in the Critical Elements.

Laboratory/Clinical is based on Satisfactory/Unsatisfactory evaluation. The Laboratory/Clinical course grade is based upon the following assignments and evaluations.

The Nursing Student/Preceptee will:

1. Identify in writing, specific clinical objectives **each week** from the designated clinical component objectives and share them with the nurse preceptor and Faculty Liaison.
2. Develop daily and weekly plans, jointly with nurse preceptor and faculty Liaison, to meet these objectives.
3. Work under the supervision of the nurse preceptor or her/his designee and appropriately utilize other persons in the clinical setting for supervision/consultation; i.e., nurse manager/head nurse, registered nurses, faculty liaison.
4. Complete a written Self-Evaluation using the Clinical Evaluation Tool at the end of the preceptorship component and share with the preceptor for feedback.
5. Achieve the clinical objectives at a satisfactory level which will be jointly determined by the preceptee, preceptor and faculty liaison.
6. Attend weekly conference at a time that is mutually agreed upon by preceptor, preceptee and faculty liaison. (Remark: Refer to Weekly Activity Log for Week 1, Week 3, and Week 3).

## ***Other Assignments***

1. **Preceptor Application Form:** All preceptors are required to complete the Preceptor Application Form. This is the students' responsibility to provide the Preceptor Application Form to their preceptor to complete. Students collect the completed Preceptor Application Form and turn it into the assigned faculty liaison. (Remark: One form for one preceptor)
2. **Clinical Hours Log:** All students are required to complete the clinical hours log for preceptorship. This is to provide to the MtSAC for course auditing purpose.

## ***At the end of N11 preceptorship, you need to submit the following forms to Faculty:***

1. Weekly Activity Log for Week 1, Week 2, and Week 4.
2. Preceptor Application Form for each preceptor. If you have more than one preceptors, you need to submit all preceptors' application forms with circled of "Primary Preceptor" or "Alternate Preceptor"
3. Preceptor Evaluation Tool with signatures from Student and Preceptor. Only Primary Preceptor can evaluate student.
4. Clinical Hours Log with preceptor's signature.

**In accordance with State Law, the last day to drop a three-week course with a "W" is the ninth (9) day of the course.**

**Refer to the Handbook for Associate Degree Nursing Program for further/additional details**

## **ABSENCE POLICY**

Students who exceed the absence policy (i.e. fail to complete all hours as assigned will receive a “no-credit,” since course objectives will not have been satisfactorily met. The one exception to this is assignment of an “incomplete grade,” justification for which is specified by College policy and can be found in the College Handbook.) *Students may be excluded from laboratory for failure to meet course objectives, lateness, inappropriate dress, or behavior that does not conform to professional standards. Those who are excluded from the laboratory setting will be counted as “absent” for each exclusion.*

## **ACCESS Student Programs & Services**

Access is located in Student Services Center (9B) at (909)274-4290. Students who suspect they might have a disability are welcome to apply for services at the Student Services Center in order to receive accommodations, the Confidential Accommodations Authorization form must be presented to the lecture faculty prior to the beginning of each course

## **Conditions/ Requirements of the Course**

1. It is expected that all required work will be neat, legible, typed and in proper form.
2. All materials submitted must be original work. Papers/reports, etc. which can be reasonably identified as plagiarized will receive “0” points or no credit. Further, this is a form of cheating, and as such is considered unacceptable ethical behavior for a nursing student. Under such circumstances the student will be subject to faculty review and possible dismissal.
3. Work turned in late will receive no points or credit unless other arrangements are made in advance by a minimum of two (2) school days.
4. All assignments will be completed and submitted to the clinical instructor in order to receive credit for the course. Students who do not complete and submit all assigned course work and written materials to the clinical instructor will not receive credit for this course.

## **Office Hours/ Contact Information**

Contact Information listed in Syllabus. Office hours are posted on faculty’s office door and in syllabus. Students are encouraged to contact the professor during office hours. Phone calls are welcomed. With sufficient notice, alternate hours can be arranged upon request.

Students are also encouraged to contact their professor via email.

**TracDat web link link:** <http://tracdat.mtsac.edu/tracdat>

## **Student Learning Outcome (SLO's)**

**You may find the published SLO's at <http://www.mtsac.edu/instruction/outcomes>**

Student Learning Outcomes is a means to determine what students know, think, feel or do as a result of a given learning experience. In this process, the outcomes are determined by the department, program, or unit members. Assessment of the outcomes allows them to discover if the students are, in fact, learning what they are expected to learn. The use of assessment results stimulates discussion and directs activities that can improve instructional delivery and/or support systems. In order to determine whether these expectations have been met, an assessment is performed. Assessment is the continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service expectations. For assessment to be truly effective, it must be meaningful, reflective, and self-regulated. The purpose of assessment is to use the results, positive or negative, to stimulate meaningful dialogue about how instruction and instructional and non-instructional services can be modified to engage students in the learning process and sustain institutional effectiveness. Institutional effectiveness reflects how well the college is meeting its mission and goals. The mission of Mt. SAC is "to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic success." One of the ways that the college can determine if and how well its mission has been achieved is through the process of assessment, specifically through SLO's.

## *Week 1 Preceptorship*

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*(B)2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.*

**Laboratory Objectives:** In addition to laboratory objectives from previous courses (which include personal hygiene, human sexuality, cultural diversity, nutrition, pharmacology, legal aspects, social/ethical aspects, management/leadership threads) the laboratory objectives are as follows:

Utilizing nursing knowledge, skills and protocols to assure an environment conducive to restoration and maintenance of clients in clinical settings, including medical surgical settings and any areas where clinical objectives can be met, the preceptee will:

- Apply theoretical base to clinical practice by:
  - discussing the pathophysiology, pertinent nursing diagnoses, and interventions for assigned clients 90% of the time.
  - discussing the medications, contraindications, administration precautions, and significant side effects for those medications given to assigned clients with 100% accuracy.
  - demonstrating the theoretical knowledge base, through clinical performance, related to pathophysiology, pertinent medical history, and priority nursing diagnoses, first and second level assessment, goals and nursing intervention with 75% accuracy.
  - charting complete and accurate nursing assessments, interventions and evaluations in relationship to client's identified problems 90% of the time.

\*Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.

- Demonstrate effective interpersonal communication skills by:
  - utilizing principles of therapeutic communication with adult medical-surgical clients and their significant others 95% of the time.
  - utilizing crisis intervention techniques appropriately.

- \* utilizing courteous, tactful behaviors with clients, significant others, peers, physicians and all members of the health team.
  - discussing situations in which clients and/or their significant others are experiencing high stress levels with 90% accuracy.
  - reporting pertinent nursing assessment findings, interventions, and evaluation to appropriate members of the nursing staff 100% of the time, when there are client changes and when leaving the unit.
  - appropriately initiating student/preceptor communications.
  - utilizing effective communication techniques to relay and receive information with ancillary staff and physicians.
  - Demonstrate skills in written communication by:
    - recording, in a systematic and concise manner consistent with agency procedures, a complete initial assessment on all assigned clients 95% of the time.
    - recording changes in client status, procedures, further assessment findings, interventions, evaluations, and visitation by other health care providers, using descriptive terminology.
    - \* completing all written work and clinical reports in a neat, legible manner, and without grammatical or spelling errors.
  - Demonstrate professional accountability by:
    - \* notifying instructor/agency/preceptor in all situations when attendance will not be as scheduled.
    - \* submitting a written schedule to the instructor prior to the beginning of the preceptor rotation.
    - notifying instructor in writing of all schedule changes prior to beginning the revised schedule.
- \* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.
- \* punctual and regular attendance at pre-scheduled hours 95% of the time.
  - \* complying with college, nursing department, and agency regulations/policies 100% of the time.
  - \* calling attention to own errors and reporting situations accurately 100% of the time.

- independently researching client, medications, and procedures 100% of the time.
- \*obtaining supervision as needed 100% of the time.
- seeking out learning experiences without prompting 90% of the time.
- adhering to Patient's Bill of Rights 100% of the time.
- acknowledging own strengths and weakness through written self-evaluation during and at the end of the preceptor experience.
- identifying, in writing, appropriate weekly clinical objectives specific to personal learning needs.
- Demonstrate application of the nursing process by:
  - assessing, diagnosing, setting goals, planning interventions, and evaluating in relation to assigned client care.
  - adding to or modifying client's written plan of care.
  - developing care plan for all clients admitted.
  - conducting client care plan conferences utilizing the nursing process.
- Demonstrate clinical skills appropriate to entry level practitioner by:
  - collecting appropriate equipment prior to initiating procedures 90% of the time.
  - performing procedures in accordance with health institution policy, guidelines, and underlying principles, seeking assistance when performing a new procedure, 100% of the time.
  - \* verifying doctor's orders before performing procedures or giving medications 100% of the time.

\* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course

- \* utilizing principles of infection control 100% of the time.
- \* calculating I.V. flow rates with 100% accuracy.
- \* calculating drug dosages with 100% accuracy.

- Demonstrate increasing skills in decision making, priority setting, problem solving and organization by:
    - applying principles of organization and time management in planning, implementing and evaluating care for assigned adult medical-surgical clients, utilizing the nursing delivery system of the assigned clinical agency (team, primary, total modular).
    - identifying and initiating priorities of care for assigned client 90% of the time.
    - organizing and completing nursing activities within assigned time frame 85% of the time.
    - \* making decisions with minimal guidance from the preceptor, while protecting the client from physical or emotional jeopardy 100% of the time.
    - utilizing problem solving techniques to meet anticipated and unanticipated client needs 90% of the time.
    - \* modifying and reorganizing activities as needed to perform assignments at the level of a beginning staff nurse 75% of the time.
    - initiating new orders in a timely fashion 80% of the time.
  - Demonstrate leadership skills by:
    - giving a complete, concise inter-shift report based on clients' medical diagnoses, nursing diagnoses, pertinent assessment data, nursing interventions and outcomes at least 75% of the time.
    - assuming responsibility for a beginning staff nurse workload in a medical surgical setting.
    - coordinating nursing care with ancillary services.
- \* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.
- recognizing situations which warrant lending assistance to peers and intervening appropriately 75% of the time.
  - recognizing situations which warrant delegation of tasks and delegating to appropriate team members 75% of the time.
- Demonstrate problem solving and skill attainment reflected by:
  - personal objectives.



- client care conferences.
- Demonstrate critical thinking by:
  - client-nurse interactions based on application of the nursing process.
  - observing, interpreting, analyzing client behaviors.
  - prioritizing client needs.
  - developing care plans to guide interventions.
  - demonstrating use of clinical skills during interventions.
  - evaluating client responses to care.
  - revising plans and intervention as needed.

organizing time, skills, and personnel to meet client and institutional needs



## *Week 2 Preceptorship*

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*(B)2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.*

**Laboratory Objectives:** In addition to laboratory objectives from previous courses (which include personal hygiene, human sexuality, cultural diversity, nutrition, pharmacology, legal aspects, social/ethical aspects, management/leadership threads) the laboratory objectives are as follows:

Utilizing nursing knowledge, skills and protocols to assure an environment conducive to restoration and maintenance of clients in clinical settings, including medical surgical settings and any areas where clinical objectives can be met, the preceptee will:

- Apply theoretical base to clinical practice by:
  - discussing the pathophysiology, pertinent nursing diagnoses, and interventions for assigned clients 90% of the time.
  - discussing the medications, contraindications, administration precautions, and significant side effects for those medications given to assigned clients with 100% accuracy.
  - demonstrating the theoretical knowledge base, through clinical performance, related to pathophysiology, pertinent medical history, and priority nursing diagnoses, first and second level assessment, goals and nursing intervention with 75% accuracy.
  - charting complete and accurate nursing assessments, interventions and evaluations in relationship to client's identified problems 90% of the time.

\*Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.

- Demonstrate effective interpersonal communication skills by:
  - utilizing principles of therapeutic communication with adult medical-surgical clients and their significant others 95% of the time.
  - utilizing crisis intervention techniques appropriately.

- \* utilizing courteous, tactful behaviors with clients, significant others, peers, physicians and all members of the health team.
  - discussing situations in which clients and/or their significant others are experiencing high stress levels with 90% accuracy.
  - reporting pertinent nursing assessment findings, interventions, and evaluation to appropriate members of the nursing staff 100% of the time, when there are client changes and when leaving the unit.
  - appropriately initiating student/preceptor communications.
  - utilizing effective communication techniques to relay and receive information with ancillary staff and physicians.
  - Demonstrate skills in written communication by:
    - recording, in a systematic and concise manner consistent with agency procedures, a complete initial assessment on all assigned clients 95% of the time.
    - recording changes in client status, procedures, further assessment findings, interventions, evaluations, and visitation by other health care providers, using descriptive terminology.
    - \* completing all written work and clinical reports in a neat, legible manner, and without grammatical or spelling errors.
  - Demonstrate professional accountability by:
    - \* notifying instructor/agency/preceptor in all situations when attendance will not be as scheduled.
    - \* submitting a written schedule to the instructor prior to the beginning of the preceptor rotation.
    - notifying instructor in writing of all schedule changes prior to beginning the revised schedule.
- \* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.
- \* punctual and regular attendance at pre-scheduled hours 95% of the time.
  - \* complying with college, nursing department, and agency regulations/policies 100% of the time.
  - \* calling attention to own errors and reporting situations accurately 100% of the time.

- independently researching client, medications, and procedures 100% of the time.
- \*obtaining supervision as needed 100% of the time.
- seeking out learning experiences without prompting 90% of the time.
- adhering to Patient's Bill of Rights 100% of the time.
- acknowledging own strengths and weakness through written self-evaluation during and at the end of the preceptor experience.
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  - adding to or modifying client's written plan of care.
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  - performing procedures in accordance with health institution policy, guidelines, and underlying principles, seeking assistance when performing a new procedure, 100% of the time.
  - \* verifying doctor's orders before performing procedures or giving medications 100% of the time.

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- \* utilizing principles of infection control 100% of the time.
- \* calculating I.V. flow rates with 100% accuracy.
- \* calculating drug dosages with 100% accuracy.

- Demonstrate increasing skills in decision making, priority setting, problem solving and organization by:
    - applying principles of organization and time management in planning, implementing and evaluating care for assigned adult medical-surgical clients, utilizing the nursing delivery system of the assigned clinical agency (team, primary, total modular).
    - identifying and initiating priorities of care for assigned client 90% of the time.
    - organizing and completing nursing activities within assigned time frame 85% of the time.
    - \* making decisions with minimal guidance from the preceptor, while protecting the client from physical or emotional jeopardy 100% of the time.
    - utilizing problem solving techniques to meet anticipated and unanticipated client needs 90% of the time.
    - \* modifying and reorganizing activities as needed to perform assignments at the level of a beginning staff nurse 75% of the time.
    - initiating new orders in a timely fashion 80% of the time.
  
  - Demonstrate leadership skills by:
    - giving a complete, concise inter-shift report based on clients' medical diagnoses, nursing diagnoses, pertinent assessment data, nursing interventions and outcomes at least 75% of the time.
    - assuming responsibility for a beginning staff nurse workload in a medical surgical setting.
    - coordinating nursing care with ancillary services.
- \* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.
- recognizing situations which warrant lending assistance to peers and intervening appropriately 75% of the time.
  - recognizing situations which warrant delegation of tasks and delegating to appropriate team members 75% of the time.
- 
- Demonstrate problem solving and skill attainment reflected by:
  - personal objectives.

- client care conferences.
- Demonstrate critical thinking by:
  - client-nurse interactions based on application of the nursing process.
  - observing, interpreting, analyzing client behaviors.
  - prioritizing client needs.
  - developing care plans to guide interventions.
  - demonstrating use of clinical skills during interventions.
  - evaluating client responses to care.
  - revising plans and intervention as needed.

organizing time, skills, and personnel to meet client and institutional needs





### *Week 3 Preceptorship*

**Board of Registered Nursing – Title 16, California Code of Regulations:** *A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a **faculty-planned and supervised experience** comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum.*

*(B)2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.*

**Laboratory Objectives:** In addition to laboratory objectives from previous courses (which include personal hygiene, human sexuality, cultural diversity, nutrition, pharmacology, legal aspects, social/ethical aspects, management/leadership threads) the laboratory objectives are as follows:

Utilizing nursing knowledge, skills and protocols to assure an environment conducive to restoration and maintenance of clients in clinical settings, including medical surgical settings and any areas where clinical objectives can be met, the preceptee will:

- Apply theoretical base to clinical practice by:
  - discussing the pathophysiology, pertinent nursing diagnoses, and interventions for assigned clients 90% of the time.
  - discussing the medications, contraindications, administration precautions, and significant side effects for those medications given to assigned clients with 100% accuracy.
  - demonstrating the theoretical knowledge base, through clinical performance, related to pathophysiology, pertinent medical history, and priority nursing diagnoses, first and second level assessment, goals and nursing intervention with 75% accuracy.
  - charting complete and accurate nursing assessments, interventions and evaluations in relationship to client's identified problems 90% of the time.

\*Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.

- Demonstrate effective interpersonal communication skills by:
  - utilizing principles of therapeutic communication with adult medical-surgical clients and their significant others 95% of the time.
  - utilizing crisis intervention techniques appropriately.

- \* utilizing courteous, tactful behaviors with clients, significant others, peers, physicians and all members of the health team.
  - discussing situations in which clients and/or their significant others are experiencing high stress levels with 90% accuracy.
  - reporting pertinent nursing assessment findings, interventions, and evaluation to appropriate members of the nursing staff 100% of the time, when there are client changes and when leaving the unit.
  - appropriately initiating student/preceptor communications.
  - utilizing effective communication techniques to relay and receive information with ancillary staff and physicians.
  - Demonstrate skills in written communication by:
    - recording, in a systematic and concise manner consistent with agency procedures, a complete initial assessment on all assigned clients 95% of the time.
    - recording changes in client status, procedures, further assessment findings, interventions, evaluations, and visitation by other health care providers, using descriptive terminology.
    - \* completing all written work and clinical reports in a neat, legible manner, and without grammatical or spelling errors.
  - Demonstrate professional accountability by:
    - \* notifying instructor/agency/preceptor in all situations when attendance will not be as scheduled.
    - \* submitting a written schedule to the instructor prior to the beginning of the preceptor rotation.
    - notifying instructor in writing of all schedule changes prior to beginning the revised schedule.
- \* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.
- \* punctual and regular attendance at pre-scheduled hours 95% of the time.
  - \* complying with college, nursing department, and agency regulations/policies 100% of the time.
  - \* calling attention to own errors and reporting situations accurately 100% of the time.

- independently researching client, medications, and procedures 100% of the time.
- \*obtaining supervision as needed 100% of the time.
- seeking out learning experiences without prompting 90% of the time.
- adhering to Patient's Bill of Rights 100% of the time.
- acknowledging own strengths and weakness through written self-evaluation during and at the end of the preceptor experience.
- identifying, in writing, appropriate weekly clinical objectives specific to personal learning needs.
- Demonstrate application of the nursing process by:
  - assessing, diagnosing, setting goals, planning interventions, and evaluating in relation to assigned client care.
  - adding to or modifying client's written plan of care.
  - developing care plan for all clients admitted.
  - conducting client care plan conferences utilizing the nursing process.
- Demonstrate clinical skills appropriate to entry level practitioner by:
  - collecting appropriate equipment prior to initiating procedures 90% of the time.
  - performing procedures in accordance with health institution policy, guidelines, and underlying principles, seeking assistance when performing a new procedure, 100% of the time.
  - \* verifying doctor's orders before performing procedures or giving medications 100% of the time.

\* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course

- \* utilizing principles of infection control 100% of the time.
- \* calculating I.V. flow rates with 100% accuracy.
- \* calculating drug dosages with 100% accuracy.

- Demonstrate increasing skills in decision making, priority setting, problem solving and organization by:
    - applying principles of organization and time management in planning, implementing and evaluating care for assigned adult medical-surgical clients, utilizing the nursing delivery system of the assigned clinical agency (team, primary, total modular).
    - identifying and initiating priorities of care for assigned client 90% of the time.
    - organizing and completing nursing activities within assigned time frame 85% of the time.
    - \* making decisions with minimal guidance from the preceptor, while protecting the client from physical or emotional jeopardy 100% of the time.
    - utilizing problem solving techniques to meet anticipated and unanticipated client needs 90% of the time.
    - \* modifying and reorganizing activities as needed to perform assignments at the level of a beginning staff nurse 75% of the time.
    - initiating new orders in a timely fashion 80% of the time.
  - Demonstrate leadership skills by:
    - giving a complete, concise inter-shift report based on clients' medical diagnoses, nursing diagnoses, pertinent assessment data, nursing interventions and outcomes at least 75% of the time.
    - assuming responsibility for a beginning staff nurse workload in a medical surgical setting.
    - coordinating nursing care with ancillary services.
- \* Indicates that this is a critical behavior that must be present in order to receive a satisfactory evaluation for this course.
- recognizing situations which warrant lending assistance to peers and intervening appropriately 75% of the time.
  - recognizing situations which warrant delegation of tasks and delegating to appropriate team members 75% of the time.
- Demonstrate problem solving and skill attainment reflected by:
  - personal objectives.

- client care conferences.
- Demonstrate critical thinking by:
  - client-nurse interactions based on application of the nursing process.
  - observing, interpreting, analyzing client behaviors.
  - prioritizing client needs.
  - developing care plans to guide interventions.
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  - revising plans and intervention as needed.

organizing time, skills, and personnel to meet client and institutional needs



Mt. San Antonio College Associate  
Degree Nursing Program  
**Preceptorship Program Clinical Evaluation**

**Critical Elements:**

Critical elements include: Physical jeopardy, emotional jeopardy and violations of asepsis. These are areas of function that are applicable in every nursing situation at all times. Any student who places a client in physical and/or emotional jeopardy will be subject to an unsatisfactory evaluation. Regardless of what other behaviors are, students are always evaluated with these standards in mind.

**Physical Jeopardy:**

Client safety:

1. Avoids activities which create a high potential for complications and/or increased client symptomatology.
2. Functions as a client advocate (intervenes on client's behalf).

**Emotional Jeopardy:**

Client emotional needs:

1. Functions with controlled anxiety.
2. Responds to client's overt emotions.
3. Explains procedures/client care prior to taking action.
4. Functions as a client advocate (intervenes on client's behalf).

**ASEPSIS:**

1. Protects self from contamination.
2. Protects client from contamination.
3. Disposes of contaminated materials in designated container consistent with agency policy and universal precautions.
4. Confines contaminated material to contaminated area.
5. If sterile technique is required, establishes and/or maintains a sterile field, including instruments, equipment, set-up and working area.

## Preceptorship Program Clinical Evaluation Tool

### Grading:

Expected clinical behaviors for this component are listed as objectives for the clinical component. Behavioral objectives indicated with an asterisk are considered to be critical. Critical objectives must be satisfactorily met.

The grade for each area is *satisfactory* or *unsatisfactory*.

The student preceptee will be judged *satisfactory* in an area if he/she achieves at least 75% of the objectives listed for that area and each critical objective designated by an asterisk.

The student preceptee will be judged *unsatisfactory* if he/she achieves less than 75% of the objectives listed for that area OR if he/she is judged unsatisfactory for a critical objective designated by an asterisk.

**Any student preceptee who places a client in physical and/or emotional jeopardy (see CRITICAL ELEMENT) will be subject to an unsatisfactory grade and failure of the clinical component of the course. *Failure of the clinical component constitutes failure of the course.***

Preceptee Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior	Satisfactory	Unsatisfactory
Applies theory base to clinical practice		
Demonstrates effective use of interpersonal communication skills, documentation		
Demonstrates skills in written communication		
Demonstrates professional accountability		
Demonstrates application of the nursing process		
Demonstrates clinical skills		
Demonstrates increasing skill in decision making, prioritizing and organizing		
Demonstrates basic leadership skills for beginning level		

### Comments:

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**Additional Comments:**

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Dates of Rotation: \_\_\_\_\_

Preceptee Name (print) \_\_\_\_\_

Preceptor Name (print) \_\_\_\_\_

Faculty Liaison/Instructor (print): \_\_\_\_\_

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

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

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

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

Faculty/Liaison Signature: \_\_\_\_\_

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

*The student preceptee's signature on this evaluation indicates that this document has been reviewed in a conference evaluation session.*

**Preceptee Comments, if any:**

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**Faculty Liaison Comments, if any:**

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Student \_\_\_\_\_  
 Semester \_\_\_\_\_  
 Course \_\_\_\_\_  
 Clinical Instructor \_\_\_\_\_

**Mount San Antonio College**  
 Associate Degree Nursing Program

**Preceptor Application**

Name \_\_\_\_\_ License No. \_\_\_\_\_

Expiration Date \_\_\_\_\_

Date of preceptor in-service class: \_\_\_\_\_

**(Circle One):** Primary / Alternate Preceptor

Health Care Facility \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone Number \_\_\_\_\_ Extension \_\_\_\_\_

Professional Education: (Check all that apply)

A.A. \_\_\_\_\_ Diploma \_\_\_\_\_ BSN \_\_\_\_\_ MS \_\_\_\_\_ PHN \_\_\_\_\_

Other \_\_\_\_\_ Describe: \_\_\_\_\_

Employment History: (***Minimum 1 Year Continuous Direct Clinical Patient Care Employment Experience within Last 5 Years.***):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Preceptor Signature \_\_\_\_\_

Date \_\_\_\_\_

**Mt. San Antonio College**  
**Associate Degree of Nursing**  
**Nursing 11 Preceptorship in Nursing**

**Clinical Hours Log**  
**Verification of Clinical Hours Completed**

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

**Preceptor(s) Name:** \_\_\_\_\_

\_\_\_\_\_

	Date	Shift	Time in	Time Out	Total Hours	Preceptor Name	Preceptor Signature
1							
2							
3							
4							
5							
6							
7							
8							
9							
<b>Final Total Clinical Hours</b>							