Maine College of Health Professions

Education that Enriches Lives

Maine College of Health Professions RN-BSN Student Handbook 2023-2024

Preceptor Handbook

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Preceptor Orientation Checklist

The Capstone student will orient the preceptor to the course. The student will provide the preceptor with:

- Course syllabus
- Instructor contact information
- Plans for collaborating with student and instructor; collaboration may be via telephone, email, online, or face-to-face

RN-BSN Preceptor Experience

Clinical Capstone NUR 490 and NUR 495

NUR 490 and NUR 495 meet the clinical Standards of Accreditation of Baccalaureate Programs. The focus of this course is the analysis and clinical application of nursing care of the client living with health-related issues. The student will construct new knowledge based on clinical experiences. Major components include assessment, planning, intervention, and evaluation of the client living with health-related issues. The student will utilize evidence-based resources and public health competencies to analyze how a health-related issue and nursing interventions affect the health of the client. The course integrates prior clinical and classroom concepts with new clinical experiences with the intention of establishing a deeper level of understanding of nursing care.

NUR 490 Credits: 5 (45 clock hours/clinical credit=225 hours)
NUR 495: 6 credits (45 clock hours/clinical credit=270 hours)
Prerequisite: Within 12 credits of graduating from the RN-BSN Program or permission from the Dean

Course Outcomes

By the end of this course, the student will be able to:

1) Classify and summarize the basic terminology associated concepts related to public policy and evidence based practice.
2) Discuss the differences between concepts related to nursing research and the application of evidence based practice in human health and population systems.
3) Apply new knowledge to practice; facilitating the development of new skills and a deeper level of understanding pertaining to nursing roles and responsibilities within public health systems.
4) Identify public health needs through the review of public health resources and research.
5) Analyze public health resources and nursing research to best practice principles when planning for the care of patients in the community setting.

Purpose

This clinical experience provides an opportunity for students to expand and deepen their nursing practice. Students will implement skills, access resources, and refer to conceptual frameworks that were learned in previous courses in the program. The purpose of the

preceptor/faculty clinical arrangement is to provide a one-to- one relationship between an experienced professional nurse and a baccalaureate nursing student in the clinical setting. Preceptors have the unique opportunity to facilitate a valuable learning experience within their respective facilities. These opportunities enable students to advance their knowledge, and increase their competency and efficiency, in their practice as nurse generalists.

Overview

- Course is delivered online
- Student creates and implements a nursing intervention
- Student interacts with clients
- Completed in one full semester

Student's Responsibilities

- Create a clinical experience; arrange the experience at a clinical site. (Note: Student may complete the 160-hour preceptorship at their place of employment as long as they engage in activities that are not related to their current job description)
- Secure a preceptor, a Registered Nurse with a bachelor of science in nursing degree
- Follow all policies and procedures of the clinical site and theCollege
- Collaborate with staff, patients and their families, preceptor, and your professor
- Document progress towards achieving learning objectives, write weekly reflective posts, and write finalpaper
- NUR 490, expected time commitment: 225 hours in 15 to 17 weeks
- NUR 495, expected time commitment: 270 hours in 15 to 17 weeks

Total Hours

- 10 - 20 hours to engage preceptor and clinicalsite
- 55 – 150 hours to write learning objectives, reflective posts, learning objectives and outcomes, and final paper
- 100 - 160 hours of active clinical time with direct on-site supervision of preceptor

Preceptor's Responsibilities:

- Facilitate student's experience at the clinical site
- Model optimal clinical and professional practices
- Seek solutions to conflicts, clinical problems, or challenges related to student experiences; collaborate with faculty as needed
- Collaborate with staff, clients, student, and professor
- Evaluate student's performance at the clinical site
- Complete documentation

Professor's Responsibilities:

- Collaborate with student and preceptor
- Evaluate student's performance

The following criteria are applied in the selection of preceptors:

- Has a minimum of two years' experience at the clinical setting
- Is currently licensed as registered nurse and earned a Bachelor of Science in Nursing degree
- Appreciates learning and can create a setting that will enhance student learning
- Possesses the knowledge of professional nursing practice that reflects excellence
- Is willing and able to teach and mentor students
- Is recognized as a role model among colleagues
- Demonstrates effective communication and interpersonal skills
- Can identify student strengths and weaknesses and is willing to assist students in meeting goals and expectations
- Expresses interest in and is committed to the role of preceptor

Benner's *From Novice to Expert* (2001)

Five Stages of Skill Acquisition

1) Novice – No experience in the situation one is expected to perform in, learn "the rules" and the rules guide practice, no situational or context factors are considered.
2) Advanced Beginner – Marginally acceptable performance, becoming more aware of situation but rules still direct actions, still stimulus-response level of nursing cannot see the whole and therefore need help setting priorities.
3) Competent – Usually requires 2 – 3 years of practice, this stage is reached when the nurse begins to see his/her actions in terms of long-range goals or plans, can discriminate the most important aspects of a situation, reaches planned nursing rather than stimulus-response.
4) Proficient – Perceives situations as wholes rather than in terms of aspects and performance is guided by maxims (incorporate the nuances of a situation). learn from experience and modify plans according to the situation.
5) Expert – No longer totally dependent on analytic principles to determine appropriate actions. Demonstrates an intuitive grasp of each situation without wasteful considerations of alternative diagnoses. Deep understanding of the total situation, and one may have difficulty articulating all they know. Not all nurses will become experts, but those nurses who can articulate clinical situations where their interventions made a difference, some of the knowledge embedded in their practice become visible. This visibility allows recognition of expertise. Graduates of BSN programs are advanced beginners (per Benner). The goal is to facilitate the process of skill acquisition for new nurses. One means of accomplishing this is the use of exemplars.

Exemplars are written summaries of situations that provide the opportunity to reflect on practice. These may be examples of excellent or not helpful situations, the goal is to reflect upon and learn from the situation. RN-BSN students will be expected to write and share exemplars during the Capstone (NUR 495) course conferences.

Recognition

It is important to the MCHP nursing faculty that preceptors feel validated and appreciated. MCHP cannot financially reimburse preceptors for their participation. However, the students, faculty, and the administration at MCHP appreciate the valuable contribution preceptors make to nursing education.

Preceptor Paperwork

NUR 490/495 Clinical Capstone Project: Preceptor Contact Information

Student name: Date:

Preceptor name:

Preceptor Email:	Phone:
Nursing education. School name, address, and degree earned:	Nursing license: state and number

_____

Print name and sign above. Date

By signing this form, I acknowledge that I agree to supervise the MCHP capstone student, to promote safe evidence-based practice, to complete documentation in a timely manner, and to collaborate with the MCHP instructor.

Please complete and return to MCHP instructor.

NUR 490 Clinical Capstone Project: Student Goals, Course Objectives, Time Log, and Communications

Student name: **Date:**

Preceptor's name: **Date:**

Preceptor's contact information:

Student's Personal Learning Goals
Instructions for Student

Download and save this document as a Word document with your name in the title of the document like this: FNightingaleCapstoneGoals or this: MHusseinCapstoneGoals

- Type into the boxes of the document throughout the course. Do not print and handwrite on this document.
- You will email this document as a Word document attachment, not a pdf or jpg attachment, to your preceptor and instructor throughout the course.
- Your preceptor will type comments midway and at the end of the course.
- You will upload this document as a Word document, not a pdf or jpg, at the beginning, midway, and at the end of the course.

To begin. At the beginning of your experience, create your own capstone clinical experience learning goals and type them in the left column (**Student's Learning Goals**) of the **Student's Personal Learning Goals** table.

- Type, do not handwrite.
- Allow document to expand as needed.
- Submit this document to instructor for approval. Submit electronically as a Word document.
- After obtaining instructor's approval, submit to preceptor for approval.
- You may begin logging clinical hours after obtaining both the approvals of the instructor and the preceptor.

Document your progress towards achieving your goals at mid-experience and at the end of the experience.

- Mid and end of experience: Evaluate yourself on the criteria listed on this form. Rate the yourself on a scale of one to three.
    - 1: Unsatisfactory
    - 2: Meets expectations
    - 3: Exceeds expectations

  You must earn a rating of 2 or 3 on each criterion, by the end of the course, to successfully complete the clinical component of the course. You may add comments, type in the comment column. The preceptor, the student, and the instructor must read, date, and sign the evaluation form at mid-course and at the end of the course
- Provide specific examples.
- Expand the table as needed.
- Submit to the instructor and preceptor for evaluation and approval.
- Plan your time and note due dates. Allow time for your preceptor to complete their sections and return the document to you before the assignment is due.

Instructions for Preceptor

- At the beginning of the experience, please read student's personal learning goals; sign and date. Your signature indicates your approval of the goals.
- Mid and end of experience: Evaluate the student on the criteria listed on this form. Rate the student on a scale of one to three.
    - 1: Unsatisfactory
    - 2: Meets expectations
    - 3: Exceeds expectations

The student must earn a rating of 2 or 3 on each criterion, by the end of the course, to successfully complete the clinical component of the course. You, the preceptor, may add comments to the ratings: type in the comment column. You will evaluate the student and will share the ratings with the student and the clinical faculty member. Please read, date, and sign the evaluation form at mid-course and at the end of the course. Thank you.

Student's Personal Learning Goals

Student's Learning Goals	**Mid-experience Student's comments and self-evaluation; 1, 2, or 3**	**Mid-experience Preceptor's comments and evaluation; 1, 2, or 3**	**End of Experience Student's comments and self-evaluation; 1, 2, or 3**	**End of Experience Preceptor's comments and evaluation; 1, 2, or 3**
1.				
2.				
3.				
Instructor approval Sign/date		**Instructor approval** Sign/date		**Instructor approval** Sign/date
Preceptor Comments and approval		**Preceptor**		**Preceptor**

Sign /date		Sign /date		Sign /date

Course Learning Objectives
Progress Towards Achieving Course Learning Objectives

Instructions for student. At mid-experience and end of experience, document your progress towards achieving course learning objectives. Provide specific examples. Type into boxes, expand table as needed. Submit to preceptor and instructor for comments and approval.
Instructions for preceptor. Please comment on student's progress towards achieving goals; sign and date.

Course Learning Objectives	**Mid-experience Student's comments and self-evaluation; 1, 2, or 3**	**Mid-experience Preceptor's comments and evaluation; 1, 2, or 3**	**End of Experience Student's comments and self-evaluation; 1, 2, or 3**	**End of Experience Preceptor's comments and evaluation; 1, 2, or 3**
1. Classify and summarize the basic terminology associated concepts related to public policy and evidence-based practice.				
2. Discuss the differences between concepts related to nursing research and the application of evidence-based practice in human health and population systems.				
3. Apply new knowledge to practice; facilitating the development of new skills and a				

deeper level of understanding pertaining to nursing roles and responsibilities within public health systems.				
4. Identify public health needs through the review of public health resources and research.				
5. Analyze public health resources and nursing research to best practice principles when planning for the care of patients in the community setting.				
Preceptor		**Preceptor** Sign /date		**Preceptor** Sign /date
Instructor		**Instructor approval** Sign/date		**Instructor approval** Sign/date

Time Log

Instructions for student: Read the examples; remove the examples before submitting to instructor. Document as indicated. Type, do not handwrite. Submit to instructor and preceptor for approval at mid and end of experience.

Date/time	**Activity** Identify activity here: A) 20 hours to arrange preceptor and clinical site B) 80 hours to write learning objectives, reflective posts, learning outcomes, and papers	**Time** Time spent on this activity	**Cumulative Time** Add total time here

	C) 125 hours of active clinical time with direct on-site supervision of preceptor		
Example: 8-22-23	**Example:** Collaborated with possible preceptor	**Example:** A: 30 min	**Example:** A: 30 min
Example: 8-22-23	**Example:** Researched topic in library	**Example:** B: 1 hour	**Example:** A: 30 min B: 1 hour Total: 1.5 hours
Example: 8-23-23	**Example:** Collaborated with possible clinical site	**Example:** A: 30 min	**Example:** A: 1 hour B: 1 hour Total: 2 hours
Instructor approval: Mid-experience Sign/date			
Preceptor approval: Mid-experience Sign /date			
Instructor approval: End of experience Sign/date			
Preceptor approval: End of experience Sign /date			

Reference

Benner, P. (2001). *From Novice to Expert*. Prentice Hall