



Preceptor Manual

2015-2016

Pat Havard
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JEFFERSON STATE COMMUNITY COLLEGE NURSING EDUCATION PROGRAM

Dear Preceptor,

The faculty of the Nursing Education Program of Jefferson State Community College wants to thank you for devoting your expertise, time, and patience to serve as a preceptor to our nursing students.

Preceptors are vital in assisting our students in making the transition from the student role to the staff nurse role with minimal difficulty. Preceptors provide supervision so that students may obtain experience in practice settings and foster professional development of students in the roles of a registered nurse. As a role model to students, a preceptor has a direct impact on the quality of patient care.

This handbook is prepared to provide you with information about our nursing program, including our mission and philosophy, preceptorship requirements, NUR 204 course objectives, and evaluation of student progress. Please contact the program faculty any time should further information be needed.

We value your participation in the role of preceptor and commend you for your contribution to associate degree nursing education. Please share with us any comments or suggestions that you think could enhance this experience.

Sincerely,
Jefferson State Community College
Nursing Education Program Faculty

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THE PHILOSOPHY of the NURSING PROGRAMS JEFFERSON STATE COMMUNITY COLLEGE

ACCS Nursing Program Philosophy

The philosophy of the nursing program is consistent with the mission, goals and objectives of The Alabama Community College System (ACCS). The program provides a curriculum to develop the knowledge, skills, and abilities necessary for entry-level employment in professional nursing. The nursing faculty endorses the following beliefs:

Maslow's theory is the foundation for the program of learning. According to Maslow, all individuals have similar needs arranged in a hierarchy, with higher needs emerging as basic physiological needs. Individuals are unique biological, psychosocial, and spiritual beings who strive to meet holistic needs. Each individual has the right to make informed decisions about health in a technologically changing society. Society is a complex system that influences culture, values, and beliefs. It also provides direction and meaning to an individual's experiences throughout the lifespan.

Health, which is individually perceived, exists when needs are met. Health is a dynamic state that ranges on a continuum from the highest-level of wellness to death. The goals of health care are to promote, maintain, and restore health.

Nursing is an art, as well as, a science. It aims to meet the individual's holistic needs through utilization of the nursing process in a variety of settings. The nursing process incorporates scientific principles as well as interpersonal and psychomotor skills. The practice of nursing takes place in an ever changing health care system and requires caring, critical thinking, competency, and legal/ethical accountability.

The teaching-learning process is a shared responsibility between faculty and students where faculty serve as facilitators of learning. The successful teaching-learning process requires an environment that promotes learning, considers the needs of the individual, and provides opportunities for student participation and educational goal attainment. The learning process is based on principles of critical thinking, and it is enhanced by the presentation of information from simple to complex. Learning is achieved when there is evidence of a change in behavior within the cognitive, affective, and/or psychomotor domains. Individuals have the right to achieve self-actualization and society provides educational opportunities.

Nursing education is a learner-centered process, which combines general education and nursing courses to prepare the individual for the practice of nursing. Nursing education incorporates a program of learning with a variety of instructional methodologies, and available resources, which fosters competency, accountability, and professional development. Learning is a lifelong process, which promotes professionalism and is beneficial for the learner and society.

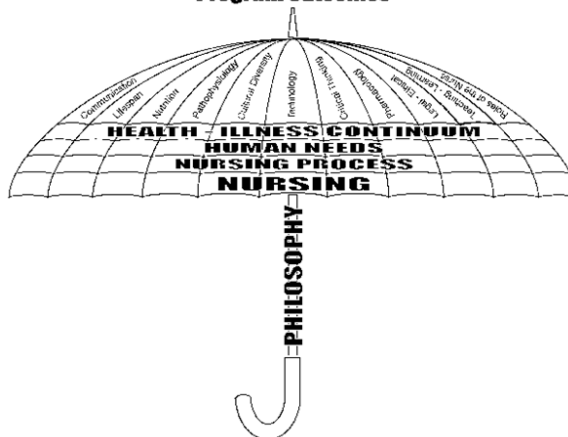
JSCC Nursing Mission Statement

The mission of the nursing education program at Jefferson State Community College (JSCC) is to prepare students to enter the nursing work force with an entry level nursing degree. In keeping with the mission of the College, JSCC instructors strive to provide nursing students with a quality academic education allowing the student to develop technical and critical thinking skills, develop self-understanding and self-growth, and heighten student awareness and participation in local and global communities.

Threads Integrated Throughout Curriculum

1. *Critical Thinking*
2. *Communication*
3. *Nutrition*
4. *Pharmacology*
5. *Cultural Diversity*
6. *Lifespan*
7. *Pathophysiology*
8. *Technology*
9. *Teaching/Learning*
10. *Legal/Ethical*
11. *Roles of the Nurse*

Program Outcomes



Organizing Framework

The schematic diagram is designed to show the complete picture of the program of learning. The description of the schematic drawing of The Alabama College System nursing programs is as follows:

The umbrella represents a diagrammatic scheme of the nursing programs' organizing framework. In order for an umbrella to function properly, it must be unfurled, have all its parts connected and its fabric intact. The nursing faculty visualizes the organizing framework in a similar manner. The philosophy serves as the handle of the umbrella, and it is used to unfurl the curriculum. The organizing framework is composed of four major concepts: nursing, nursing process, human needs and the health-illness continuum. The horizontal bands on the umbrella depict these four concepts. The eleven ribs of the umbrella represent the eleven curriculum threads.

These threads are based on the philosophy and the four major concepts. They connect the fabric of the curriculum to the pinnacle of the umbrella, which represents the program outcomes.

Level II Objectives

At completion of Level II, the associate degree-nursing graduate will be able to:

1. Demonstrate proficiency in performing advanced nursing skills for individuals with health alterations in a variety of settings.
2. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan.
3. Apply foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan.
4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings.
5. Formulate a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of settings.
6. Demonstrate competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
7. Examine relevant technology for client care and documentation.
8. Demonstrate professional behaviors and roles of a registered nurse upon entry into practice.



Nursing Education Program
NUR 204 – Role Transition for the Registered Nurse Syllabus

I. NUR 204 – Role Transition for the Registered Nurse

Course Hours

| | |
|----------|----------------|
| Theory | 2 credit hours |
| Lab | 0 credit hour |
| Clinical | 2 credit hour |
| Total | 4 credit hours |

Total contact hours - 8

II. Class Meeting Dates/Times/Location

See course calendar for complete listing and location of class meeting dates, times, and location for the semester.

III. Clinical Dates/Times/Location

See course calendar for complete listing and location of clinical dates, times, and location for the semester.

IV. Instructor, Contact Information, Contact Policy, Office Hours/Location

See Blackboard for faculty contact information

V. Course Description:

This course provides students with opportunities to gain knowledge and skills necessary to transition from student to registered nurse. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, and transition into the workplace. Additional instruction is provided for preparing for the NCLEX-RN.

VI. Prerequisite(S)/Co-Requisite(S)

Prerequisite Courses

- SPH 106 or 107
- PSY 210 – Human Growth and Development
- NUR 202 – Nursing Throughout the Lifespan II

Co-Requisite Courses

- NUR 203 – Nursing Through the Lifespan III
- Humanities elective

VII. Textbook(S) And Other Learning Resources

Zerwekh, JoAnn and Garneau, Ashley Zerwekh. (2015). Nursing Today: Transition and Trends (8th Ed.). St. Louis, MO: Elsevier Saunders.

Oglesby, Rebecca Caldwell. (2010). NSNA – NCLEX – RN Review. New York: Delmar Thomson Learning. 6th edition.

VIII. Professional Competencies/Objectives

Alabama College System ADN Level II Objectives

1. Demonstrate proficiency in performing advanced nursing skills for individuals with alterations in a variety of settings.
2. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan.
3. Apply foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan.
4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings.
5. Formulate a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of settings.
6. Demonstrate competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
7. Examine relevant technology for client care and documentation.
8. Demonstrate professional behaviors and roles for a registered nurse upon entry into practice.

Instructional Goals

1. **Cognitive** - Comprehend foundational knowledge of the nursing process to provide advanced nursing care for clients throughout the lifespan.
2. **Performance** - Apply foundational knowledge of the nursing process to provide advanced nursing care for clients throughout the lifespan.

IX. Course Outcomes

1. Manage care for assigned clients.
2. Prepare for transition to the workplace.
3. Prepare for the NCLEX-RN.

X. Course Competencies/Objectives

Module A – Current Issues in Health Care

A1.0 Manage care for assigned clients.

A1.1 Evaluate the impact of current issues in the delivery of health care.

- A1.1.1 Differentiate among health care delivery models.
- A1.1.2 Differentiate among health care services.

- A1.1.3 Explain factors that influence health care.
- A1.1.4 Explain the role of the registered nurse in selected health care settings.
- A1.1.5 Explain the effect of staffing patterns, full time equivalent, acuity, and patient classification systems on the quality of health care.
- A1.1.6 Describe the responsibilities of the registered nurse regarding reimbursement.
- A1.1.7 Explain the responsibilities of the registered nurse in maintaining accreditation and licensure of health agencies.
- A1.1.8 Explain the role of the registered nurse in quality improvement in the health care system.
- A1.1.9 Evaluate use of cost-effective measures implemented by staff members.
- A1.1.10 Explain the role of the registered nurse in meeting the challenges within the health care system.
- A1.1.11 Explain the implications of emerging technologies in health care.

Model A Clinical/Lab Skills

- Preceptorship contract requirements

Module B –Nursing Leadership and Management

B1.0 Demonstrate leadership and management skills.

B1.1 Given scenarios and clinical situations demonstrate leadership and management skills within a variety of health care settings.

- B1.1.1 Contrast roles among levels of nursing.
- B1.1.2 Differentiate between leadership and management.
- B1.1.3 Contrast leadership styles.
- B1.1.4 Explain the appropriate application of various leadership styles.
- B1.1.5 Explain techniques to form effective teams.
- B1.1.6 Apply management skills to resolve problems and make decisions.
- B1.1.7 Differentiate between delegation and assignment.
- B1.1.8 Explain accountability when delegating.
- B1.1.9 Explain the rights of delegation.
- B1.1.10 Explain time management techniques.
- B1.1.11 Explain conflict management techniques.
- B1.1.12 Explain the role of the registered nurse in professional and collaborative communication among health team members.
- B1.1.13 Provide examples of ways to reduce stress.
- B1.1.14 Explain the role of the registered nurse in client advocacy.

B2.1 Prioritize and manage client care.

- B2.1.1 Explain the role of the registered nurse in prioritizing and managing client care.

Model B Clinical/Lab Skills

- Preceptorship contract requirements
- Critical thinking skills

- Leadership/management skills
- Conflict resolution
- Professional/collaborative communication
- Time management
- Delegation/assignment
- Team leadership
- Stress management

Module C – Professional Practice Issues For Registered

C1.0 Incorporate professionalism into managing health care.

C1.1 Given clinical situations or scenarios, intervene professionally as a registered nurse.

- C1.1.1 Explain the application of laws pertaining to nursing practice.
- C1.1.2 Explain the scope of practice for registered nurses according to the Nurse Practice Act.
- C1.1.3 Identify actions to take concerning sexual harassment in the workplace.
- C1.1.4 Identify actions to take concerning violence in the workplace.
- C1.1.5 Explain the impact of cultural diversity on health care.
- C1.1.6 Differentiate among advanced directives, living wills, and durable power-of-attorney for health care (DPAHC).
- C1.1.7 Explain legal and ethical issues related to end-of-life decisions.
- C1.1.8 Identify actions to maintain client confidentiality and privacy.
- C1.1.9 Identify actions to take to reduce occurrences of malpractice.
- C1.1.10 Explain whistleblower protection statutes.
- C1.1.11 Explain professional behaviors and expectations of registered nursing.

Module C Clinical/Lab Skills

- Preceptorship contract requirements
- Critical thinking skills
- Confidentiality

Module D – Transition To The Workplace

D1.0 Explain state board of nursing and licensure eligibility requirements.

D1.1 This competency is measured cognitively.

- D1.1.1 Explain state board of nursing and licensure eligibility requirements.
- D1.1.2 Explain applying for licensure using online resources.
- D1.1.3 Explain licensure renewal.

D2.0 Prepare for transition to the workplace.

D2.1 Practice effective job search techniques.

- D2.1.1 Explain sources of information for conducting a job search.
- D2.1.2 Identify elements of a job description.
- D2.1.3 Describe proper telephone etiquette.

D2.2 Develop required correspondence for obtaining a job in health care.

- D2.2.1 Identify components of a resume.
- D2.2.2 Identify components of a cover letter.
- D2.2.3 Identify the process of completing a job application.
- D2.2.4 Identify components of a letter of resignation.

D2.3 Role-play the position of an applicant seeking a job in health care.

- D2.3.1 Explain the process of participating in a successful job interview.
- D2.3.2 Explain proper dress and appearance for a job interview.

D2.4 This competency is measured cognitively

- D2.4.1 Explain career mobility options for the registered nurse.
- D2.4.2 Explain pre-employment examinations and drug screening requirements.
- D2.4.3 Explain background check requirements for employment.

Module D Clinical/Lab Skills

- Resume writing
- Letter writing
- Interviewing skills
- Dress and personal appearance

Module E – NCLEX-RN Preparation**E1.0 Prepare for the NCLEX-RN.****E1.1 Take necessary actions to prepare to complete the NCLEX-RN.**

- E1.1.1 Explain the Computerized Adaptive Testing (CAT).
- E1.1.2 Explain the steps for preparing for the NCLEX-RN.
- E1.1.3 Identify elements of the NCLEX-RN test plan.
- E1.1.4 Explain test taking strategies.
- E1.1.5 Explain the elements of a prescriptive plan for remediation.

Module E Clinical/Lab Skills

- Computer-assisted simulations
- Practice tests
- Diagnostic NCLEX-RN readiness examination

XI. Evaluation and Assessment

Students are required to comply with the JSCC Academic Honesty Code. The complete student handbook is available for download at www.jeffstateonline.com.

Academic Honesty Code

All students enrolled in Jefferson State Community College are expected to conform to the College's Academic Honesty Code. That code requires all students act with integrity in the performance of their academic work. Any student who fails to act with integrity in the performance of his academic work may be charged with a violation of the Academic Honesty Code.

Violations of the Academic Honesty Code include, but are not limited to, the following:

1. Looking on another student's paper during a test or examination or communicating in any way with anyone other than the test administrator.
2. Using unauthorized materials and/or devices in the preparation of any assignment or in the taking of any tests or examinations.
3. Having in the immediate testing area materials and/or devices not expressly authorized by the test administrator.
4. Accepting or providing unauthorized assistance in the preparation of assignments or the taking of any tests or examinations.
5. Submitting as your own work essays, term papers, lab reports or other projects which have been prepared by others.
6. Obtaining, possessing, or gaining knowledge of answers to a current test or assignment before it has been distributed to the class and without the knowledge and consent of the instructor.
7. Gaining, without authorization, access to the work of another student. (Example: accessing the computer file of another student).
8. Plagiarizing (presenting as one's own the ideas, the data and/or the words of another).
9. Inventing data or information in the preparation of assignments except when such invention is expressly authorized.
10. Violating supplementary academic honesty codes, which have been adopted and approved in individual divisions of the college and distributed to students within those divisions.

Penalties for violation of the Academic Honesty Codes and Disciplinary Procedures are outlined in the Jefferson State Community College Student Handbook under the section labeled "Academic Honesty Code".

Code of Student Conduct

Jefferson State Community College recognizes that students are both citizens and members of the academic community. Upon enrolling in the college, each student assumes an obligation to conduct himself in a manner compatible with the College's function as an educational institution. Students are expected to obey both the statutes of local, state, and federal government and the College's policies. The College may discipline a student for violating its standards of student conduct even though the student is also penalized by the local state, and federal authorities for the same act.

The Code of Student Conduct and established disciplinary procedures apply to individual students, as well as formal groups of students, and state the function of students, faculty, and administrative staff members of the College in disciplinary proceedings. The College has jurisdiction for disciplinary purposes over a person who was a student at the time he allegedly violated the College's policies.

Recording devices may only be used at the permission of the individual instructor. Instructors have the right to refuse lecture recording. The use of recording devices to record lecture is strictly for use in this course and cannot be disseminated elsewhere.

The use of electronic devices that provide internet access is limited to current course materials.

A. Grading Scale:

The grading system that is stated by the College for determination of “A”, “B”, etc., that is:

- A - 90 - 100
- B - 80 – 89
- C - 75 – 79
- D- 60 – 74
- F - Below 60

Students must achieve a 75% (C) on the theory component of the course and pass clinical experiences in order to pass the course. A clinical failure constitutes a course failure. Students may not progress to the next semester nursing courses if they do not achieve a 75% average.

Unit exams, quizzes, assignments, projects, etc. will be used to calculate the final course grade.

B. Standardized Testing

The Jefferson State Community College Nursing Education Program, in compliance with requirements of the Alabama Community College System, has adopted **Kaplan Integrated Testing Program** for all enrolled students.

Kaplan offers a variety of testing options which serve as predictors of student success, assist in identifying specific areas of strengths and weaknesses, and help students maximize study time. Institutional group profile data obtained from test performances provide further guidance to nursing curriculum toward areas of need. All Nursing students will participate in a comprehensive testing program. Nurse faculty at JSCC has selected Kaplan Integrated Testing Program for this purpose.

Kaplan Integrated Tests will be administered as outlined for each individual nursing course. Additional information and product orientation will be available at the beginning of the semester.

Kaplan Payment

The students will pay directly to Kaplan a non-refundable testing fee each semester they are enrolled. Students that are repeating a nursing course will also repeat testing. The current fees or costs must be paid directly to the testing

company. These exams will be administered during assigned nursing classes. Students who have not paid required Kaplan fees may not take any tests until proof of payment is received. Each test not taken due to nonpayment will result in a score of “0” for that exam.

Focused Review Tests (FRTs)

Focused Review Tests (FRTs) are un-proctored practice tests consisting of approximately 30 questions students may access at *any* time during their enrollment in the testing service.

Students should review individual course calendars for specific FRTs required and submission dates. Students must obtain a grade of 80% or greater for FRTs by 3 pm the day prior to the test in order to be considered complete. Proof of FRT completion may be used as a “ticket to test” prior to a specific content exam(s). See individual course calendars. Failure to submit proof of FRT completion by the specified date will result in the student being required to take a makeup exam as scheduled by the course coordinator. Students who do not submit proof of completion prior to the specified exam will receive an “incomplete” course grade until proof of completion is submitted. Final grades will not be posted until all required coursework is completed and submitted.

Integrated Proctored Tests (IPT)

Students will be required to take Kaplan Integrated Proctored Tests (IPT) throughout the nursing curriculum. See course calendar. Required remediation time for the exam is **one** (1) minute per exam question. No remediation is required for the Critical Thinking exam. Completed remediation must be submitted as the “ticket to test” for the final exam. Students will not be allowed to take the final exam unless remediation is completed by 3 pm the day prior to the final exam. See individual course calendar. Students who do not submit proof of completion prior to the specified exam will receive an “incomplete” course grade until proof of completion is submitted. Final grades will not be posted until all required coursework is completed and submitted.

| Course | Test Name |
|---------------|--------------------------------|
| NUR 204 | Management/Professional Issues |
| NUR 204 | Kaplan Secure Predictor |
| NUR 204 | Kaplan Diagnostic Test |

Kaplan NCLEX Review Course

NUR 203/204 students will be required to attend a 4 day NCLEX review course provided as part of their Kaplan Testing Service bundle. Attendance for the review course is *mandatory*. Students unable to attend will be given an “incomplete” final course grade. Transcripts cannot be released until the incomplete grade is fulfilled.

C. Course test policies

Students are expected to carry out all assigned work and to take examinations at the class period designated by the instructor. The following test policies apply to all nursing courses:

1. The student must inform the instructor either directly or through a message left in the Nursing Office or by Blackboard email, if he/she is unable to take the test at the scheduled time. Failure to do so may result in a **zero** for that test, and the student may be ineligible to take the makeup exam. Arrangements to make up missed work due to excused absences must be initiated by the student within a week of the absence. Make-up tests may be given at the end of the semester. Students **may** be required to present a valid JSCC student ID in order to complete any makeup exam.
2. Students may be unable to take an exam if more than 15 minutes have passed since the test was started.
3. The instructor will not answer any questions once the exam has begun. If a clearly identified mistake is noted (ex. a typo), the student will raise his/her hand and the instructor will respond.
4. Students who miss make-up test(s) or fail to schedule make-up test(s) will receive a **zero** for the missed test(s).
5. Computerized testing may be taken on the student's home computer or in the computer lab at any campus as designated by the instructor. Computerized testing is a privilege granted to the student to allow the student more schedule flexibility. Students are expected to maintain academic honesty during testing. Faculty reserve the right to delete any tests that appear to be compromised. Duplication of any online test is prohibited and can result in discipline outlined in the Academic Honesty Policy.
6. Computerized quizzes and assignments are not eligible for make-up since they are offered over a specified time frame. All computerized quizzes and assignments that are missed will go into the grade book as "0".
7. During test reviews, there will be no discussion regarding answers. Any student who wishes to challenge an answer should do so in writing or email, providing the specific rationale, reference information, and page number within 48 hours of the exam. However, this procedure in no way suggests that the instructor will accept the rationale as provided.
8. Test reviews are available for all tests at a time designated by the faculty. Students who miss the scheduled review sessions are not given additional opportunities for review.

9. Pop quizzes may be administered at any time during a scheduled class meeting. Pop quizzes may be between 1-5 points in value and are included in the total points possible for the course grade. Students must be present at the beginning of the pop quiz in order to take it and receive points.
10. No bonus points or additional coursework will be given as extra credit.
11. Only items supplied by the instructor, excluding pencils, are allowed on the desk during testing. All personal student items will be placed in a faculty designated area during testing. Faculty reserve the right to restrict other items.
12. No cell phones or electronic devices of any kind will be allowed on your person during an exam or test review. Students violating this policy will receive a "0" for the test and/or failure for the course.
13. The Academic Honesty Code prohibits any student from fabricating an excuse to miss an exam and for any student to talk about, give hints, or offer any information to those who need to take a makeup.
14. Faculty will make every effort to accurately post grades and provide students with a method for determining their individual progress. Faculty may post course averages throughout the semester, but students are responsible for monitoring their own progress. Any average posted is subject to change and no average or final grade is official until the grades are posted on JSCC's Banner.

D. Clinical component:

Students must maintain the following criteria in order to attend clinical lab experience:

1. An up to date Medical record
2. Evidence of current nursing student liability insurance
3. Current Certification in CPR (BLS-C) at the health care provider level
4. Satisfactory level of health
5. Adherence to established dress code
6. Current health insurance
7. Successfully complete the math validation within 3 attempts

Students who miss a clinical day (CLE) because they did not complete their medical forms by the deadline will receive "Us" in all Professional Behaviors for any day missed. A makeup CLE must be scheduled with the course coordinator.

Failure to comply will result in dismissal from the clinical facility and a grade of "F" on the clinical evaluation form in all applicable objectives.

A clinical grade of "Satisfactory" is required to pass the nursing course successfully. The following ratings can be given for the student's performance: "Satisfactory or "Unsatisfactory," and "Not Observed." Behaviors are designated as Critical Behaviors or Professional Behaviors. Three (3) "U's" in any critical behavior objective or professional behavior objective on 3 separate

clinical experiences will constitute failure of the course due to inability to meet clinical/course objectives regardless of the theory grade. Any failure in a single *critical* behavior may also result in a clinical failure.

The result of an 'F' in clinical will result in the student being unable to progress. The faculty will share the evaluation(s) with the student prior to the next scheduled clinical experience. The faculty and student will sign and date the evaluation(s) and make any pertinent comments.

S = Satisfactory

Student demonstrated knowledge and preparation in performing all aspects of the behavior

NI = Needs improvement

Clinical behavior and/or work is safe but does not meet all aspects of the performance described in the behavior or performance is inconsistent. When NI is awarded, the student will be given specific criteria for improvement. This improvement is required in order to prevent a future unsatisfactory evaluation for the same behaviors or performances. A student cannot receive a "NI" 2 clinical days in a row; therefore the student would receive a grade of "U" or "S" in that category for the following clinical day based on his or her performance.

U = Unsatisfactory

Clinical behavior and/or work is either unsafe, inconsistent, or inadequate in meeting all aspects of the performance described in the behavior. When a U is given for the first time, the student is given specific criteria required to convert the U to a S.

NO = Not Observed

May be given for a behavior that is not observed

Consequences of Unsatisfactory Behaviors:

1. If a student receives a "U" during a clinical experience, he/she may be dismissed from that clinical session.
2. Failure in a single critical behavior may also result in a clinical failure.
3. Three (3) "U's" in any one objective are grounds for immediate termination from the currently enrolled nursing course, regardless of theory grade, due to failure to meet required clinical/ course objectives and will result in inability to progress within the nursing program.
4. Faculty have the right to withdraw a student from the clinical setting due to unsatisfactory behavior that jeopardizes the health and/or safety of the client, staff, faculty, and/or other students.
5. Dismissal and permanent removal from the program may occur in cases of extreme circumstances that result in potential or actual harm to any individual, pending due process procedures.

Critical Behaviors: Behaviors required to demonstrate that the student's nursing practice meets legal, ethical, and safety standards expected of an ADN student in the Alabama College System. If the student is unable to successfully demonstrate a critical behavior, the instructor will evaluate the behavior as "Unsatisfactory" and

will provide student with an outline of specific criteria required to improve performance to gain an “S” (see Clinical Evaluation attached).

Math Validation

1. A passing score of 90% or greater on the math validation is required for students to fully participate in clinical activities. Students will be given a total of three (3) attempts to achieve the 90% passing requirement each semester. The math validation is completed in NUR 203.
2. Students must successfully complete the math validation prior to participation in any clinical activities.
3. If a student is unsuccessful with the math validation within 3 attempts, the student will be unable to attend clinical rotations and therefore unable to complete the course(s) successfully.
4. After 3 unsuccessful math validation attempts, a student will be unable to complete the course(s) successfully for the semester.

Clinical Policies:

1. Students should NEVER prepare or administer a medication without the supervision or approval of the JSCC nurse faculty or preceptor.
2. Students should NEVER participate in client care activities in which they are unfamiliar or have not received instruction.
3. A nursing action that is committed or omitted that is an actual or potential endangerment to clients may represent sufficient rationale for course failure.
4. Students who perform unsafe actions or are unprepared for client care may be dismissed from the clinical setting and receive unsatisfactory grades for the experience.
5. Students who do not comply with the dress code may be dismissed from the clinical setting and receive unsatisfactory grades for the experience.
6. Students are required to attend **all** clinical rotations.
7. Students are required to notify the instructor of an absence prior to the beginning of the experience. Make-up clinical days must be scheduled with the course clinical coordinator within a week of the missed experience. It is the student's responsibility to contact the instructor regarding a make-up date.
8. All missed clinical experiences must be made-up. Unexcused absences may result in a “U” in all behaviors on the clinical evaluation form. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing. Failure to notify the course clinical coordinator of an absence prior to the clinical experience as directed by the course clinical coordinator will result in a “U” in all behaviors on the Clinical Evaluation form. ***Students must meet all required clinical hours regardless of whether the absence was excused or unexcused.***
9. Students may have clinical experiences on any day, evening, or weekend and on any given shift (day, evening, night). Students may rotate among faculty and/or clinical facilities during the semester.

10. Students may be assigned one or more clients during the clinical experience at the instructor's discretion.
11. During the clinical experience students report directly to their assigned JSCC nursing faculty. In the event that the nursing faculty is unavailable, the student should comply with the following chain of command in this order: nurse assigned to the student's client, charge nurse, and then unit manager.
12. Clinical paperwork is due at the instructor-specified day and time. Late paperwork may result in a grade of "U" on the clinical evaluation form.
13. Three "U"s in a critical or professional behavior will constitute a clinical failure.
14. Unsafe client care may result in a clinical failure or program dismissal as deemed appropriate by the assigned nursing faculty.
15. Students may not smoke in the nursing uniform. Students that smell of smoke or other odorous material will be asked to leave the clinical facility. Student submitting paperwork smelling of smoke or other strong odors may be required to resubmit paperwork.
16. Patient confidentiality must be maintained at all times. Failure to do so will result in a "U" in all related behaviors and may constitute a clinical failure.
17. Cell phones must not be visible in patient care areas. Students with cell phones in any clinical area must have them put on "vibrate". Failure to comply will result in a "U" in all related behaviors.

Additional policies specific to clinical facilities may apply and will be communicated to the student during clinical orientation.

E. Final Course Grade

The final grade in the laboratory portion of the course will be determined as follows: Students must:

1. Receive no cumulative "U" in a critical or professional behavior objective on the Clinical Evaluation Tool.
 2. Satisfactory completion of the required math test.
- **Failure to meet any of the above requirements will result in a clinical failure.

Final letter grade for the course will be determined by the following scale:

| Plus Theory Grade | Plus CLE Performance | Equals Final Letter Grade |
|--------------------------|-----------------------------|----------------------------------|
| A | SATISFACTORY | A |
| B | SATISFACTORY | B |
| C | SATISFACTORY | C |
| D | SATISFACTORY | D |
| F | SATISFACTORY | F |
| A | UNSATISFACTORY | D |
| B | UNSATISFACTORY | D |
| C | UNSATISFACTORY | D |
| D | UNSATISFACTORY | F |
| F | UNSATISFACTORY | F |

Students who withdraw after the last day to receive an automatic W will receive a WF if the theory grade at the time of withdrawal is D or F or if the lab grade at the time of withdrawal is Fail. A grade of WP will be awarded if the theory grade at the time of withdrawal is C or above and the lab grade is Pass.

XII. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. Withdrawal from class can prohibit progression in the nursing program.

Students are required to attend all clinical and laboratory experiences for each course. Only excused absences will be considered for make-up. However, due to limited clinical space and time, clinical make up days cannot be guaranteed. Failure to complete clinical rotations will prohibit progression in nursing.

XIII. Blackboard Policies:

Discussion

Discussion points may be awarded for participation in the Blackboard Discussion Forum for "thoughtful contributions". Students are encouraged to participate in the discussion forums but should be aware that the following postings are not allowed:

- Rude, offensive, or inappropriate language
- Copying and pasting online newsletters or lengthy articles. Please condense the topic or insert a hyperlink to the original source.
- Incorrect information.
- Test questions. There may be students who missed the test and discussion of specific test questions gives those students who will be scheduling a makeup exam an unfair advantage.

- Personal promotions and advertisements for business purposes.
- Off topic posts. Please post your contribution in the correct thread and keep the post focused on the topic.
- Messages to the faculty or class members that should be sent privately through the Blackboard email system.

Email

Students are encouraged to use Blackboard email to contact the faculty and other students. This is the fastest way to contact faculty since email can be checked from any location. Students must log on to Blackboard daily for updates and announcements. Announcements may be sent via email, the Discussions or posted on the front page of the course.

XIV. Statement on Discrimination/Harassment

The College and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XV. Disclaimer

The materials used within this course are the property of the instructor and Jefferson State Community College. They are intended for use only by students currently enrolled in NUR 204. Therefore, reproduction or dissemination in any manner is prohibited.

XVI. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. For questions or concerns, notify the ADA office in FSC 300 at 205-856-6077.

**Jefferson State Community College
Nursing Education Program**

STUDENT NURSE PRECEPTORSHIP POLICY and PROCEDURE

Approved by Curriculum Committee: 11/30/15

Effective: Spring 2016

POLICY:

Jefferson State Community College Nursing Education Program has, as a requirement of the Associate of Science Degree in Nursing, a preceptorship experience in the 5th semester, NUR 204 Role Transition for the Registered Nurse. NUR 204 follows the course requirements set forth by The Alabama Community College System.

Preceptorship experiences are planned experiences in clinical agencies and require clearly defined objectives that match the student's needs. The 90 hour preceptorship provides the student with a faculty-planned and an RN preceptor supervised clinical experience with the goal of enabling the student to transition from the role of student to the role of professional nurse. Additionally, the preceptor experience allows students the opportunity to apply and synthesize knowledge in the clinical setting. The preceptor functions in a role that enhances the student's learning experiences and is not a substitute or replacement for nurse faculty. The preceptor functions to assist in meeting the defined student objectives. The role of the faculty advisor is that of facilitator of the total preceptorship by planning, monitoring, and evaluating the preceptorship experience throughout its entirety. The nurse faculty advisor maintains the ultimate responsibility and accountability for the student's achievement of the course objectives and the evaluation of the student.

PROCEDURE:

The faculty, in collaboration with nurse educators and managers of the contracted clinical facilities, provide an educational experience designed to meet the NUR 204 course objectives. The preceptorship includes a minimum of 90 clinical hours under the direct supervision of an assigned RN preceptor, utilizing the clinical setting as a simulated entry level practice experience.

1. Hospitals are notified of preceptors requested by NUR 204 faculty. A preceptor is an employed RN of the facility with an unencumbered RN license, preferably with a BSN degree or at least three years of experience.
2. Preceptor assignments are made by the hospitals' nurse educator coordinators with input from unit nurse managers. Qualifications of the preceptors are verified by the NUR 204 faculty and documented on the student-preceptor agreement form.
3. The preceptor assignments are sent to NUR 204 faculty for approval and dispersed to students.
4. The student receiving an assignment must have all medical record requirements and CPR certification current. The student must also pass the NUR 203 math validation test in order to receive an assignment.
5. Students receive an orientation to NUR 204 including specific student responsibilities.

6. Preceptors receive an orientation to NUR 204 including a copy of the Preceptor Manual and link to the Preceptor Manual and the Student Nursing Handbook.
7. Student-preceptor agreements are turned into NUR 204 faculty prior to the student beginning the preceptor experience.
8. Students and preceptors complete a clinical log for each clinical experience, and conference at midterm and at the conclusion of the preceptorship experience. NUR 204 faculty meets with students and consults preceptors periodically during the preceptorship experience, including midterm and final conferences. Communication between NUR 204 faculty and preceptors is achieved through visits, e-mail, and phone contact and is documented on the student's clinical evaluation form.
9. NUR 204 faculty, with input from the preceptor, evaluates student clinical performance and determines if the student has achieved course objectives.
10. Students have an opportunity to evaluate NUR 204 and the preceptor experience.

JEFFERSON STATE COMMUNITY COLLEGE
NURSING 204
PRECEPTORSHIP RESPONSIBILITIES

1. Assist student in learning activities and contribute to the student's perception of a nurse role-model.
2. Become familiar with course/clinical objectives in order to guide student to meet the objectives for the learning experience.
3. Approve planned student activities prior to allowing the student to begin the clinical experience.
4. Sign the student's Clinical Log form at the end of each clinical experience to verify the hours spent in the clinical area.
5. Add comments regarding the student's level of performance at the end of each clinical experience.
6. If at any time during the preceptor experience you feel a student's behavior is unsafe or unsatisfactory, please notify the faculty contact person immediately.
Faculty: _____ Office Number: _____
7. Assume responsibility for guiding the student's clinical assignment based on assessment of the student's level of knowledge.
8. Assess and document the student's performance of skills listed on the Skills Record (obtained from the student).
9. At the completion of 45 hours of clinical time, a mid-term evaluation will be completed by the preceptor. At the completion of the 90 hours of clinical, a final evaluation will be completed by the preceptor. **If either of these evaluations is unsatisfactory, the preceptor will notify the student's faculty/classroom advisor immediately.** (Clinical Evaluation Form obtained from student) Place the evaluation form, along with the skills checklist, in a sealed envelope and give to the student to be returned to the faculty advisor.
10. Discuss the student's attainment of the course/clinical objectives with the faculty/classroom advisor.
11. Students may not accept verbal or phone orders from physicians or other hospital personnel.
12. Students may not sign as a witness for legal documents (informed consent).
13. Students may not obtain blood components from the blood bank. The student may only initiate administration of blood and blood products under the direct supervision of the preceptor and the preceptor must sign all approved forms.
14. All medications must be verified by the preceptor prior to administration.
15. Students may administer IVs and IV medications in accordance with the institution's Intravenous Therapy Policy.
16. All invasive procedures, including parenteral medication administration, must be done under the supervision of the preceptor.
17. Students have not had the opportunity to take off physicians' orders. If the preceptor allows students to participate in this responsibility, all orders must be co-signed by the preceptor.

NUR 204 Student Guidelines for Preceptorship

1. Schedule an appointment with your assigned preceptor.
2. Take the following with you to the 1st meeting with the preceptor:
 - a. Preceptorship Manual- to be given to the preceptor.
 - b. Student-Preceptor Agreement- you and your preceptor will complete at this meeting.
3. Negotiate dates and times to complete your preceptorship. You must work the scheduled days and times as the preceptors. (For example, if the preceptor starts at 0645, so must you.)
4. Submit the original copy of the completed "Student-Preceptor Agreement" prior to your 1st clinical day. The agreement must have your signature and the signature of the preceptor and faculty advisor before attending the 1st clinical experience.
Make 2 additional copies of the agreement. The original copy goes to the Faculty advisor. Mail or hand-deliver a copy of the agreement to your preceptor. The 2nd copy is yours, and is to be turned in with your completed work at the end of your preceptorship.
5. After approximately 45 hours of preceptorship, ask your preceptor to complete the midterm clinical evaluation. Make an appointment with your faculty advisor and bring your folder with signed clinical logs for midterm evaluation.
6. If there are problems or issues that arise during your preceptorship, please contact your faculty to discuss.
7. At the end of the semester, you must turn in the completed folder containing the following:
 - a. Evaluation of the Laboratory Experience- all pages, completed by the preceptor and containing both the preceptor and student signatures.
 - b. Student-Preceptor Agreement.
 - c. Daily and Summary Clinical Logs, indicating a total of 90 hours were completed.
8. Student Evaluation of Preceptor
If any issues arise during your preceptorship call your faculty advisor.

Remember:

Keep the preceptor informed of your needs and your strengths. Be assertive (not aggressive). Do not wait for your preceptor to tell you what to do. This preceptorship will only be as good as you make it.

**JEFFERSON STATE COMMUNITY COLLEGE
NURSING 204
STUDENT-PRECEPTOR AGREEMENT**

_____ from _____ has agreed to supervise
(Name of Preceptor) (Name of Institution)

_____ from Jefferson State Community College on _____.
(Name of Student) (Clinical Unit)

It is agreed the preceptor will not have supervisory responsibilities for more than one student at a time.

It is agreed the clinical experience will take place on the following dates:

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

The hours of the experience will begin at _____ and end at _____ for each of the listed dates.

| | | |
|---------------------|--------|----------------|
| _____ | _____ | _____ |
| (Student Signature) | (Date) | (Phone Number) |

| | | |
|-----------------------|--------|----------------|
| _____ | _____ | _____ |
| (Preceptor Signature) | (Date) | (Phone Number) |

| | | |
|---------------------|--------|----------------|
| _____ | _____ | _____ |
| (Faculty Signature) | (Date) | (Phone Number) |

Preceptor's years of experience: _____

Level of education ☒ ADN ☐ BSN ☐ MSN ☐ Earning BSN ☐ Earning MSN

Original: Faculty Advisor

Copy: Preceptor

Copy: Student

**JEFFERSON STATE COMMUNITY COLLEGE
NUR 204
DAILY CLINICAL LOG**

Student _____ Date: _____ Hospital: _____ Unit: _____

Arrival Time: _____ Departure Time: _____ Total Hours: _____

Detailed list of skills performed

| | Y | N | COMMENTS |
|--|---|---|----------|
| Complete, accurate, and comprehensive physical assessment | | | |
| Timely administration of medication following the 5 rights | | | |
| Safe, appropriate care to _#_ patients | | | |

Other

Preceptor Evaluation of Student

| | Excellent | Good | Needs Improvement |
|---------------------------------------|-----------|------|-------------------|
| Time management | | | |
| Organization | | | |
| Application of theory to patient care | | | |
| Professional interaction | | | |
| Family and patient interaction | | | |
| Medication administration | | | |

Comments

Preceptor signature: _____

Student Comments:

NUR 204 Clinical Summary Log

Name

Total Hours:

| Date | Time In | Time Out | Total Time | Student Comments |
|------|---------|----------|------------|------------------|
| | | | | |
| | | | | |
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| | | | | |

I verify all the times listed and all materials submitted are complete and accurate.

Student signature

NUR 204 Clinical Evaluation Tool

Student: _____ Semester/Year: _____

Final Grade: Pass Fail

EVALUATION CRITERIA/PROCESS In order to successfully complete the clinical portion of this course, the student must

- a) Successfully complete the math validation within 3 attempts
- b) Attend and complete all clinical assignments
- c) Receive less than 3 "Unsatisfactory" (U) in the same professional behavior

Three (3) "U's" in the same professional behavior objective on 3 separate clinical experiences will constitute failure of the course, due to inability to meet clinical/course objectives regardless of the theory grade. An 'F' in clinical will result in the student being unable to progress. The faculty will share the evaluation(s) with the student prior to the next scheduled clinical experience. The faculty and student will sign and date the evaluation(s) and make any pertinent comments.

Students are assigned a letter grade for each critical and professional behavior based on the following definitions:

| | |
|------------------------|--|
| S = Satisfactory | Clinical behavior and work demonstrates knowledge and preparation in performing all aspects of the behavior |
| NI = Needs improvement | Clinical behavior and/or work is safe but does not meet all aspects of the performance described in the behavior or performance is inconsistent. When NI is awarded, the student will be given specific criteria for improvement. This improvement is required in order to prevent a future unsatisfactory evaluation for the same behaviors or performances. A student cannot receive a "NI" 2 clinical days in a row; therefore the student would receive a grade of "U" or "S" in that category for the following clinical day based on his or her performance. |
| U = Unsatisfactory | Clinical behavior and/or work is unsafe, inconsistent, or inadequate in meeting all aspects of the performance described in the behavior. When a U is given the student is given specific criteria required to improve to an S . |
| NO = Not Observed | May be given for a behavior that is not observed |

Unsatisfactory performance of a critical behavior may result in the student being dismissed from the clinical session. The faculty has the right to withdraw a student from the clinical setting due to unsatisfactory behavior that jeopardizes the health and/or safety of the client, staff, faculty, and/or other students. Failure in a single critical behavior may also result in a clinical failure. Dismissal and permanent removal from the program may occur in cases of extreme circumstances that result in potential or actual harm to any individual, pending due process procedures.

Behaviors required to demonstrate that the student's nursing practice meets legal, ethical, and safety standards expected of an ADN student at Jefferson State Community College and in the Alabama College System.

Final Evaluation: Student Signature_____

Date_____

Final Evaluation: Instructor Signature_____

Date_____

| Upon completion of NUR 204, the student will be able to demonstrate the following behaviors with minimal assistance from the instructor | | Mid Term | Final | Comments |
|--|------|----------|-------|----------|
| Critical Behaviors | Date | | | |
| 1. Maintains the physical and psychological safety of the client | | | | |
| 2. Demonstrates safe performance of selected advanced nursing skills | | | | |
| 3. Seeks assistance when situation encountered is beyond one's knowledge and experience | | | | |
| 4 Accepts responsibility for one's nursing care | | | | |
| 5. Demonstrates through actions, attitudes, and appearance, respect for the dignity of self, client, peers, members of the health care team and the profession | | | | |
| 6. Maintains confidentiality of client and facility information | | | | |
| 7. Adheres to College and facility policies and procedures | | | | |
| 8. Meets Essential Functions with or without accommodation | | | | |
| Professional Behaviors | | | | |
| I. Provider of Care Role: Demonstrate proficiency in performing advanced nursing skills for individuals with health alterations in a variety of settings. | | | | |
| Competent Care (Safety); | | | | |
| 1. Demonstrates proficiency in performance of nursing skills required to care for clients in selected health care setting | | | | |
| 2. Reports/documents significant client responses/information | | | | |
| 3. Accurately calculates and administers client medications. | | | | |
| 4. Provides care consistent with developmental, cultural, physical, and psychosocial, and spiritual aspects of the client | | | | |
| 5. Performs advanced nursing skills competently and in sufficient number | | | | |
| 6. Implements care in an organized and timely manner | | | | |
| 7. Applies scientific principles in provision of nursing care to clients throughout the lifespan | | | | |
| 8. Adapts nursing care as priorities change | | | | |
| Manager of Care Role | | | | |
| 1. Provides comprehensive nursing care to a group of clients | | | | |
| 2. Communicates professionally with members of the health care team, faculty, and peers | | | | |
| 3. Collaborates with members of the health care team in providing nursing care | | | | |
| Planning | | | | |
| 1. Identifies a realistic outcome with measurable criteria for each nursing diagnosis | | | | |
| 2. Selects nursing interventions to eliminate or reduce the etiology and measure the evidence in the outcome statement for each nursing diagnosis | | | | |
| 3. Prioritizes care for assigned clients | | | | |
| 4. Collaborates with client, family, and/or health team members in formulating an organized plan of Care | | | | |
| 5. Plans supportive, curative, preventive, and rehabilitative nursing care | | | | |
| II. Communication: Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan. | | | | |
| 1. Communicates therapeutically within the nurse-client relationship | | | | |
| 2. Applies therapeutic communication skills in initiating, maintaining, and terminating client/family relationships. | | | | |
| Instructor Initials | | | | |
| Student initials | | | | |

| | | | |
|---|--|--|--|
| III. Nursing Process: Apply foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan. | | | |
| Assessment | | | |
| 1. Completes a comprehensive assessment in an organized and timely fashion a. Consults appropriate data sources and obtains pertinent information | | | |
| 2. Analyzes and interprets developmental, cultural, physical, psychological, and spiritual data based upon reference standards for clients throughout the lifespan in a variety of settings | | | |
| 3. Clusters data to assist in problem identification. | | | |
| Diagnosis | | | |
| 1. Differentiates between actual and potential nursing problems | | | |
| 2. Formulates nursing diagnoses appropriate for the problems identified in each basic need | | | |
| IV. Critical Thinking: Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings. | | | |
| 1. Demonstrates ability to transfer nursing knowledge from one group of clients to another group | | | |
| 2. Identifies client data that deviates from the normal range | | | |
| 3. Anticipates possible outcomes of nursing interventions prior to implementation | | | |
| 4. Modifies clinical performance based upon self-evaluation/suggestions from instructor | | | |
| V. Teaching/Learning | | | |
| 1. Implements a teaching/learning plan that addresses a knowledge deficit for a specific client or group of clients | | | |
| 2. Confirms the effectiveness of teaching through discussion and/or return demonstration | | | |
| VI. Legal/Ethical: Demonstrate competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. | | | |
| 1. Nursing care is within the scope of the Alabama Nurse Practice Act | | | |
| 2. Provides care reflecting ethical concepts of autonomy, justice, beneficence, fidelity, and nonmaleficence | | | |
| 3. Identifies and begins to resolve ethical dilemmas encountered in practice | | | |
| VII. Relevant Technology: Examine relevant technology for client care and documentation. | | | |
| 1. Accurately and concisely documents pertinent data in a timely manner, with correct terminology, grammar, and available technology | | | |
| 2. Utilizes equipment safely in providing client care | | | |
| VIII. Professional Role Performance | | | |
| II. 1. Complies with program dress code | | | |
| 2. Reports punctually to clinical site | | | |
| 3. Serves appropriately as a client advocate | | | |
| 4. Prepares for clinicals by completing pre-clinical assignments | | | |
| 5. Submits required paperwork on time | | | |
| 6. Seeks opportunities to perform/observe new nursing skills/experiences | | | |
| Instructor Initials | | | |
| Student initials | | | |
| Date | | | |

Skills Checklist

The following is a list of skills for which the student has received instruction and demonstration. In some instances, the student has practiced the skill in a school laboratory setting, and may or may not have had the opportunity to perform all of the skills in the clinical area.

The preceptor may use this list to assist in planning and evaluating the preceptor experience. The preceptor will write the date after each skill when it has been performed and any comments that might be helpful in the completion of the clinical evaluation form at the mid-term and final evaluations. The student will provide the preceptor with the Skills Checklist at the beginning of the experience. The student will include the Checklist with the Log at the completion of the preceptor experience.

| Skill | Date | Comment |
|--|------|---------|
| Restraints | | |
| Hair Washing | | |
| Bed pan | | |
| Urinal | | |
| Feeding Patient | | |
| Denture Care | | |
| Shaving male patient | | |
| Range of motion | | |
| Transfer of patient | | |
| Wound Care Dressing change Staple removal Suture Removal Power spray | | |
| Cast Care | | |
| Foley Catheter Cath care Insertion Removal | | |
| Making occupied bed | | |
| Postmortem Care | | |
| TED Hose | | |
| PAS/SCD Hose | | |
| Medications Oral Intramuscular Subcutaneous Topical Eye Ear Rectal Vaginal Sublingual Intravenous IV Push IV Piggyback | | |
| Intravenous Therapy Continuous IV Changing bag Changing tubing Site care Hep/saline lock Pump/controller Changing gown | | |

| | | |
|---|--|--|
| Care of patient with epidural cath | | |
| Blood Transfusion Initiating Maintaining Terminating | | |
| Monitor TPN | | |
| Care of patient with CVL | | |
| I&O | | |
| Decubitus care | | |
| Gastrostomy Tube NG Tube Care Insertion Feedings Suction | | |
| Oxygen Therapy | | |
| Ostomy Care | | |
| Enema | | |
| Rectal Tube Insertion | | |
| Remove Fecal Impaction | | |
| Stool Specimen | | |
| Urine Specimen Midstream 24- hour Sterile for C&S | | |
| Apply Condom Catheter | | |
| Blood Sugar | | |
| Traction | | |
| Sterile Feld Preparing Maintaining | | |
| Drains (JP, etc.) Care Removal | | |
| Incentive Spirometer | | |
| Tracheostomy Care Suctioning | | |
| Oral Suctioning | | |
| Chest Tubes | | |
| Collect Sterile Sputum Specimen | | |
| Isolation | | |
| Ventilators | | |
| ET Tube Suctioning | | |
| EKG Monitoring | | |
| Care of patient with arterial line | | |
| Hemodynamic Monitoring | | |

Jefferson State Community College
Nursing Education Program
NUR 204, Transition into Nursing Practice

JSCC Nursing Student Evaluation of Preceptor

Semester _____ Preceptor's Name: _____

Clinical Agency/Unit: _____ Student: _____

Please select ratings according to the following scale:

5 = Always 4 = Frequently 3 = Occasionally 2 = Rarely 1 = Never

| The preceptor: | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| 1. Demonstrated effective interpersonal communication skills | | | | | |
| 2. Demonstrated caring behaviors to clients, peers, and student. | | | | | |
| 3. Demonstrated professional behaviors to clients, peers, and student. | | | | | |
| 4. Provided adequate support and mentoring. | | | | | |
| 5. Allowed me independence when appropriate. | | | | | |
| 6. Assisted me in identifying goals and needs for experience. | | | | | |
| 7. Provided immediate and adequate feedback. | | | | | |
| 8. Encouraged me to provide safe appropriate nursing care and complete procedures. | | | | | |
| 9. Demonstrated support of JSCC Nursing Program, faculty, and students. | | | | | |
| 10. Should continue to be utilized for NUR 204. | | | | | |

If you selected 3 or lower on any item, please provide specific examples to illustrate the low rating:
