

# **Preceptor Manual**

## ***Associate Degree Nursing Program***

**Western Wyoming  
Community College**



***"A Commitment to Quality and Success"***

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## **Introduction**

The nursing preceptorship program at Western Wyoming Community College (WWCC) provides the opportunity for students to learn under the guidance of practicing nurses. This one-to-one experience utilizes expert nurses in the education of students as they become competent, beginning nurses. Over one-hundred nurses in Rock Springs, Green River, Evanston, Kemmerer, Rawlins, and other outlying areas have volunteered to be preceptors since 1995.

The WWCC nursing faculty thanks all the preceptors who have participated in this program, and who have taken the time to give us valuable feedback for improvement. Your patience, dedication to excellence, expertise, and willingness to share your insights have greatly enriched the WWCC Nursing Program.

This manual has been developed to be used as a resource for preceptors in the WWCC nursing preceptorship program.

## **Being a Preceptor Makes a Difference - for Students and for You**

Some students' comments describe the positive effect this program has had on their educations.

- From a student who did an OB preceptorship: "This experience was awesome. I feel I learn the most from these preceptor experiences. I like coming to these areas with a solid knowledge base and witnessing first hand its application."
- From a student precepted in long-term care: "Both preceptors had different styles of teaching and of organizing their time. But I learned so much from them! I also gained experience with caths, wound/dressing changes, head-to-toe assessments, and skin. Very good practice."
- From a student precepted at a pediatrician's office: "Wonderful. I learned a ton about assessing infants. Fantastic job of growth and development teaching to parents." Comments like this demonstrate the impact a preceptor has on nursing students.

Preceptors contribute significantly to the education of the students. Therefore, they can share in the feelings of accomplishment in educating students to become competent, beginning nurses. Comments from preceptors have also validated our belief that preceptors would not only recognize their contribution to students and to the profession, but that being a preceptor enhances one's own practice as well.

- A med-surg preceptor expressed this: “We all learn by teaching and it’s exciting having the students there with their open minds and hearts loving nursing.”
- A same-day surgery nurse commented: “It reminds me that I haven’t been doing this very long and I don’t know everything! It helps to get feedback from the student; they have very interesting questions.”
- A nurse from home health commented: “It is a good experience for both students and preceptors. It gives students a better idea of what this field of work is all about. It gives the preceptor a chance for self evaluation of skills and plan of care.”
- A hospice nurse wrote: “I firmly believe that nursing students infuse relevance and up-to-date knowledge into the practices of current RN’s.”

We have asked our preceptors what they feel their role as a preceptor is and common themes emerge. Some quotes from preceptors illustrate these themes:

- “teacher”
- “role model”
- “facilitator”
- “We expose students to as many new experiences as possible.”
- “To answer questions and facilitate communication regarding the nursing process,”
- “To provide support.”
- “Teach nursing students practical application; facilitate problem solving, review/application of pathophysiology.”
- “Observe and offer feedback regarding experience in clinical.” “Resource person.”
- “demonstrator”
- “educator”
- “To teach them what it is like on the front lines.”
- “To teach how academic knowledge translates into daily work of nursing, to help the student bridge that gap.”
- “To offer as many skills experiences as are available during the preceptorship.”
- “Allow students opportunities to grow.”
- “A preceptor should be able to allow the student to experience the role the nurse has in a particular setting.”

## Benefits of Being a Preceptor

- Serving as a preceptor is documented, professional experience that can be included on a resume.
- Nurses who participate in the advanced med/surg preceptorship will be paid an hourly stipend to supplement their facility wage.
- Access to the WWCC fitness center at faculty rates.
- Other fitness center perks:
  - Free fitness programs designed for you.
  - Free personal training.
  - Free nutritional analysis.
  - Free fitness testing.
- A 10% employee discount at the WWCC Bookstore.
- One-half cost of any workshop sponsored by WWCC Nursing Program.
- Certificate of Appreciation.

## Requirements to Become a Preceptor

To be a preceptor in the WWCC Nursing program a nurse must meet the following criteria:

1. Licensed to practice as an RN in Wyoming.
2. Currently employed by a clinical agency that has a contract with WWCC.
3. Willingness to volunteer as a preceptor. We understand that being a preceptor might not appeal to everyone. It takes patience and tact, and can be time consuming to be a preceptor. We want this experience to be mutually rewarding, so please inform the Director of Nursing at your agency if you would prefer not participate.
4. Demonstrated effective interpersonal communication skills. You need to be able to communicate with the student and with us. We are depending on you to foster learning and provide feedback to the student and to the nursing department.
5. Clinically competent.
6. Demonstrated caring and professional behavior.
7. Supportive of the nursing program, faculty, and students.
8. Not related to or involved in a close personal relationship with a nursing student.

Interested nurses who meet the above criteria may be qualified to precept nursing students by agreement between the nursing program faculty and the appropriate management staff at a participating clinical site. Preceptor and student characteristics and the demands of different types of precepted experiences vary. Preceptor/student/experience matches may be made on a case-by-case basis and what is asked of a qualified preceptor may vary over time.

## **Types of Precepted Experiences**

There are basically two types of experiences in the program. The first type is short-term supervisory experience and the second type is long-term preceptorship. Clinical objectives are provided to focus students for each of these experiences. Students will be evaluated by a preceptor using an evaluation tool provided for each experience. Examples are included in this manual.

### **Short-term Supervisory Experience**

- Short-term supervisory experiences may be arranged for Nursing II, III, or IV students.
- Examples include OR, ER, home health, and a physician's office.
- Short-term supervisory experiences may be scheduled with a charge nurse or department director without advance notice to a qualified preceptor. "You have a student today," becomes part of the pre-shift report to that preceptor.
- The experience usually lasts only for that day.

### **Long-term Preceptorship**

- Long-term preceptorships are provided for Nursing IV students.
- A qualified preceptor agrees in advance to the scheduled preceptorship and the schedule is approved and coordinated as required by the involved preceptor's management and the nursing program faculty.
- Examples include the Nursing IV med/surg experience and the "student choice" experience.
- For the "student choice" experience, the student chooses a contracted clinical site and qualified preceptor and develops his/her own clinical objectives with faculty approval.
- The student accommodates the qualified preceptor's work schedule.
- The length of this experience is longer, usually 16-48 hours.

## **Responsibilities of a Preceptor**

- Find out about the WWCC nursing program. Read this manual and talk to other preceptors. Use the faculty liaison person as a resource to learn about the program.
- Whenever you have a student, take a minute to review the student's objectives so that the learning experience is maximized.
- Collaborate with the student to identify that student's needs. For example, a student may need experience administering IV push medications, so the preceptor may assign accordingly. Often a student will have the same clients you have or "shadow" you throughout the day.
- Contact the WWCC nursing department any time a concern or question regarding a student's performance arises.

## Accountability Issues

Accountability is one of the most frequent concerns of preceptors. Here are points to answer the most frequent questions of preceptors.

- A contract has been reached between the agency and WWCC which allows students who are under the supervision of preceptors to be in the facility without a nursing faculty member present at all times.
- The supervision of the student is the responsibility of the preceptor; however, the faculty liaison determines the final clinical grade for each student.
- The student is NOT practicing under the preceptor's nursing license. The student is responsible for his/her own practice. It is essential that the preceptor is aware of the student's abilities and limitations. Ask the student if he/she has ever observed the procedure, performed it, needs to review it first, feels comfortable performing it, or needs you there for support, etc. A preceptor MUST be present whenever a student:
  - initiates an IV,
  - administers any IV push medication,
  - infuses any blood or blood product,
  - maintains or administers any medication via Central Venous Access Device,
  - performs any complex sterile procedure,
  - or performs any procedures which the student has never performed.
- The preceptor is ultimately accountable for patient care, delegation, and supervision of the student. The student practices under the direct supervision of the preceptor responsible for caring for the patient per the Wyoming State Board of Nursing Rules and Regulations and Standards of Delegation. Ultimately, the student is still accountable and responsible for his/her own practice.
- Although a student is responsible and accountable for his/her actions, the preceptor may be deemed negligent if he/she is aware of the student's inexperience and does not supervise the student accordingly.
- If a student is instructed to perform a procedure which he/she has done previously and claims competence and the action results in harm to a client, the student is held accountable. The faculty contact person should be notified immediately.
- The student is responsible for seeking guidance as needed. Ultimately WWCC is accountable for the preceptorship program.

## Evaluating Students

Another area of concern of preceptors is evaluation of a student's performance. Evaluating clinical performance has a subjective component and utilizes the professional judgment of the preceptor.

- Because a nursing instructor is not present, the preceptor will provide feedback to the nursing program faculty. The preceptor's evaluation is a vital component of the student's clinical experience. However, this evaluation is only ONE component of the final clinical grade.
- The WWCC faculty is responsible for the student's final grades. The student will be responsible for providing an evaluation form to the preceptor.
- The same evaluation form is used for most experiences. We ask the preceptor to BRIEFLY evaluate the students' strengths and advice for improved performance in the future. For example, you may state the student was exceptional in communication skills and your advice might be to be better prepared for medication administration by having all supplies gathered before they begin.
- In the advanced med/surg experience in Nursing IV, preceptors will review the student's care plan and documentation. Preceptors will evaluate students using the nursing program's clinical evaluation tool and medical surgical rubric. Preceptors for this experience will have a more in-depth orientation prior to the preceptorship.
- Send the completed form to faculty liaison upon completion of the clinical experience. A self-addressed, stamped envelope will be provided to the preceptor by the student.
- Please give the student verbal feedback whenever possible.
- If a student is illegal, unsafe, unethical, or unprofessional during a clinical experience, this is a serious problem. If one of these situations arises, notify the faculty contact person IMMEDIATELY. See following page for examples of professional practice.

## Clinical Dress Code Guidelines

- Name tag.
- Watch with a second hand.
- All white uniforms. Scrubs are acceptable.
- Lab coats are acceptable over uniforms or over professional dress.
- Uniforms must meet professional standards of clinical agencies:
  - Clean and unwrinkled
  - Opaque fabric
  - Skirts at knee level or below
  - Slits in skirts at knee level or below
  - Midriff covered
  - No cleavage
  - No writing or symbols that show through uniform
  - No sweatshirts, tank tops, sleeveless shirts, denim, or shorts
- Professional standards as above apply to professional dress with or without lab coat
- All white shoes, clogs are permissible. No open toes, no sandals - including pre-clinical.
- All white socks or white hose.
- Only one wedding band without stones or with recessed stones and no projections.
- One pair of post earrings in the lower lobes only.
- No pierced nose or tongue rings or other visible body piercing jewelry.
- No necklaces and no bracelets. (Unless it is a Medical Alert)
- All visible tattoos have to be covered in the clinical settings.
- No long or fake nails. Nails should not extend beyond fingertips. Nail polish must be clear or none.
- Hair that is shoulder length or longer must be up and off collar, and must not hang into face or over client while providing care.
- No perfume/aftershave/cologne or noticeable scented lotions or other products.
- Clean and free of any offensive odors, including cigarette odor.
- No unnatural hair colors or party colors.
- No gum chewing.

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## **Examples: Professional, Ethical, Legal, and Regulatory Practice**

- Safeguard the client's dignity and right to privacy.
- Be physically and psychologically fit while providing care.
- Safeguard the physical or psycho-social welfare of the client, clients' families, colleagues, and faculty.
- Properly notify appropriate personnel before leaving the nursing assignment.
- Abstain from verbal or physical abuse of clients and/or causing psychological harm.
- Abstain from falsifying client's records, cheating, stealing, or other dishonest acts.
- Practice client/family confidentiality at all times.

## **Medication Administration Information for Preceptors**

The students have gone through painstaking measures to prevent medication errors. Here is a list of some of those measures the students need to continue to employ to ensure medication safety. It is understood that facilities may use varying systems for medication administration.

- Students have been instructed that they must complete the appropriate assessment of the client prior to any administration of medication. The preceptor will have to decide if waiting for the student hinders patient care. In those circumstances, the preceptor should administer medications after informing the student.
- The students have been instructed that they must not give a medication unless they have the medication administration record with them. In some facilities this is not possible. In those facilities, they must then find another method of identification or verification of the medication record and the client with them.
- The students must not accept or administer a medication or IV solution prepared by another nurse.
- The students must not administer any IV push, even a saline flush, which is not labeled. They should take the vial in the room with them, along with the MAR and draw it up in the room. The students are instructed to refuse to administer medications which do not meet the rules of medication administration and have the right to do so.
- Students should not give medications for clients other than their own, unless the situation has thoroughly been discussed and the preceptor approves.
- A preceptor **MUST** be present whenever a student is giving an IV push, blood transfusion or other blood products, IV starts, complex sterile procedures, or procedures never done before.

## **Student Responsibilities during the Precepted Experience**

- Students should be aware of specific clinical objectives and take responsibility for maximizing their learning experience.
- Students will work under the supervision of the preceptor and should be willing and able to use other appropriate persons in the clinical setting for supervision/consultation (charge nurse, RN's, supervisors, faculty liaison).
- Students should achieve the clinical objectives at a satisfactory level.
- Students must work within the student's scope of practice. It is the responsibility of the student to know his/her level of competence and when to seek assistance/supervision.
- Students must schedule hours for the experience according to policy of the clinical agency. The student must arrange his/her schedule to accommodate the preceptor.
- Students must evaluate the preceptor using the form provided by the nursing program and submit this feedback to the faculty liaison person.

## **Additional Useful Information**

We have included in this manual a copy of our philosophy, framework, definitions, and end of program outcomes. These shape our curriculum, and give the students a format to organize the knowledge they receive in the program. While you certainly do not need to memorize these, it is information that will help you relate to students more effectively in this program.

# **WWCC Nursing Program PHILOSOPHY**

## **Philosophy of Nursing**

Nursing is an art and a science. The art component incorporates interpersonal skills, and embodies certain values, beliefs and standards unique to nursing. The science component involves the development of cognitive and technical skills required for nursing practice. The competent beginning nurse must be proficient in both the art and science of nursing. Both are critical for professional practice.

To be competent, the beginning nurse must be an effective communicator and manager, be accountable and flexible, be committed to life-long learning, be able to provide care in a caring manner with cultural and ethical awareness, and be able to practice within the discipline of nursing. Additionally, the beginning nurse must be able to utilize technology and information, be a critical thinker, be a competent provider of health care, and be able to develop a broad nursing, biological, social and behavioral science knowledge base.

## **Philosophy of Health**

Health is a dynamic state influenced by the environment and by a person's perceptions, capabilities, and resources. Health incorporates the physical, mental, emotional, and social well-being of clients. The nurse's role is to maximize the client's health potential utilizing self-care techniques. In the absence of self-care, the nurse's role is to assist clients to meet basic needs, manage common or complex health problems, or promote a meaningful, dignified death. Nursing care is delivered in logical and creative ways to meet the health care needs of the person in any setting. Fostering health for clients requires the nurse to use caring concepts. Caring is defined as an emotional connectedness that motivates the nurse to act. Caring is an interpersonal process that involves humanizing and personalizing the situation, and being present in a meaningful way. Caring is based on values of kindness, concern, and respect for the cultural uniqueness of the client. Caring is focused on the recipient, but the caregiver also benefits, and is therefore a mutually rewarding experience. It is our belief that concepts of health and caring also apply to faculty and students. The nurse has an obligation to care for self: to be physically, mentally, emotionally, and socially healthy. The nurse role models these healthy characteristics when caring for others. When a student's ability to be healthy is compromised, students are encouraged to seek resources to help them regain a higher level of health.

### **Philosophy of Person**

A person is an individual who is worthy of dignity and respect. Each person is an individual who is influenced by family dynamics. The nurse recognizes the impact of family when providing nursing care. A person has the right to access health care. Each person has characteristics and qualities that define his/her unique entity. Nurses recognize the influence of developmental stage, past experiences, and cultural orientation of the person. The nurse values this distinctive dimension of individuals. Valuing individual differences and uniqueness motivates the nurse to act in a caring and ethical way.

Each person is a complex being comprised of multiple dimensions that make up the whole. These dimensions include the physical, mental, emotional, and social aspects of the individual. Changes in one dimension may create changes in the whole. Responding to the person as a whole compels nurses to provide holistic care. The recipient of nursing care is referred to as a patient, client, or resident. The clinical setting determines the appropriate term.

We believe each person is responsible for him/her self and possesses the power to act. In the absence of the person's ability to act, the nurse serves as the advocate to protect client rights. The nurse is a person worthy of dignity and respect. Each nurse brings unique characteristics and contributions to interactions with the person.

### **Philosophy of Nursing Education**

The goal of nursing education is to prepare nurses who will competently practice the art and science of nursing. Nursing education should be realized in an institution of higher learning with opportunities to access nursing education in outreach areas. Nursing education programs should provide the opportunity for articulation among the levels of nursing. The curriculum is organized to help the student manage an ever expanding body of knowledge. The curriculum content and clinical opportunities are leveled from basic to complex with each semester lending breadth and depth to the next. The faculty has developed a learning environment that fosters interaction between the students and faculty. Because nursing practice is ever changing, the faculty emphasizes the process of learning to obtain competence.

Nursing education is conducted in an environment of mutual value and respect. Faculty designs learning experiences to reflect current trends and nursing practice. Faculty, students, advisory board members, and preceptors critique the learning experiences, and faculty modifies the program of learning based on this feedback. Faculty members have an obligation to role model life-long learning, professional behavior, create relevant learning experiences, foster critical thinking with free expression and provide constructive feedback

from learning experiences. Consideration of individual learning styles and adult learning theory are utilized to assist the learner in meeting the outcomes of the program of learning.

Students are expected to develop curiosity, develop skill in thorough investigation, demonstrate preparedness, and make decisions based on knowledge. Learning is an active, continuous process that occurs throughout the student's life. Students need the opportunity to learn from their mistakes and grow from those experiences. The adult learner is independent, self-directed, motivated, and developmentally ready to learn. The adult learner has an expanded reservoir of life experiences that provides a broad foundation upon which to form new insights. Openness to change and flexibility are qualities that are fostered in preparation for practice in an ever changing health care environment.

### **Philosophy of Associate Degree Nurse Education**

The nursing practice of a graduate from Western Wyoming Community College Associate Degree nursing program is characterized by meeting the goals of: communicating competently, seeing issues from multiple perspectives, developing life skills, solving problems, retrieving information, and applying therapeutic nursing interventions. Achievement of these abilities leads to a competent beginning nurse who is able to practice in locations where persons and the nurse interact. This practice applies to persons with common, predictable health problems, or persons with complex health problems. The associate degree nurse provides care to persons across the life span to maximize health potential. The associate degree nurse practices in settings where policies and procedures are specified and guidance is available.

### **The Six Goals for the Associate Degree Nursing Student:**

#### **Communicate Competently**

The associate degree nurse employs therapeutic communication techniques to foster a caring relationship with clients. These techniques are employed throughout implementation of the nursing process. Included in communicating with clients are effective, creative teaching techniques. The associate degree nurse is able to document nursing care according to the standards of the profession and agency requirements. The associate degree nurse utilizes appropriate channels of communication when interacting with the health care team and collaborates with colleagues to provide competent care. The associate degree nurse will consult with other members of the health care team, including other nurses with more education or experience as well as members of other disciplines.

### **See Issues from Multiple Perspectives**

The associate degree nurse provides ethically and culturally competent care to clients. Psycho-social dimensions of growth and development, social interaction, spirituality, coping, and end of life issues are addressed in managing client care. The associate degree nurse protects clients' rights and practices as an advocate when those rights are denied.

### **Develop Life Skills**

The associate degree nurse practices within the ethical, legal, regulatory, and professional framework of the discipline of nursing. The associate degree nurse values and is committed to professional growth, life-long learning, and self-development in the process of becoming a competent beginning nurse. The associate degree nurse demonstrates flexibility in an ever changing health care environment. The associate degree nurse assumes responsibility for personal development to promote high standards of practice. It is essential that the associate degree nurse understand the ethical standards and the legal framework for practice: rules and regulations governing the practice of nursing, roles of the professional organizations, political, economic, and societal forces affecting practice.

The associate degree nurse demonstrates organization and management in providing care to persons with health care needs. The associate degree nurse may delegate aspects of care to appropriate personnel and is accountable for care delegated to other health care team members. To be a competent beginning associate degree nurse, the nurse develops skill in efficient use of time and resources to provide cost-effective care.

### **Solve Problems**

The associate degree nurse utilizes critical thinking skills to make clinical decisions about client care situations. Decisions are evaluated through logical organization, validation of information, critical examination of assumptions, and analysis of conclusions. To be competent in solving problems the associate degree nurse must possess an extensive knowledge base and skills necessary to make decisions regarding priorities of care.

### **Retrieve Information**

The associate degree nurse utilizes technology and accurate information to augment intellect. Accessing data bases, nursing research and current nursing literature contribute to the delivery of safe, competent nursing care. Application of nursing research is used to advance nursing practice. The associate degree nurse utilizes the language of nursing in communicating.

### **Apply Therapeutic Nursing Interventions**

The associate degree nurse applies critical thinking skills to the nursing process to make decisions about client care. The associate degree nurse utilizes a broad knowledge base of biological, social, and behavioral sciences to provide safe, effective nursing care. To assure that the associate degree nurse is able to make nursing decisions and practice competently, it is essential that the nurse have a broad, current body of knowledge in nursing. The body of nursing knowledge is complimented by understanding pharmacology, pathophysiology and interdisciplinary intervention. The associate degree nurse establishes and analyzes a database, identifies health care needs, selects appropriate nursing diagnosis, negotiates goals with the client, plans and implements care in a caring, logical, and creative way, and evaluates if outcomes have been met. The associate degree nurse collaborates with the client, family, and members of the health care team to provide safe, effective care to maximize health potential to clients. The associate degree nurse demonstrates technical competence in skill performance.

# **WWCC Nursing Program DEFINITIONS**

## **Caring**

The faculty of Western Wyoming Community College Nursing Program believe caring is emotional connectedness that motivates the nurse to act. Caring is an interpersonal process that involves humanizing and personalizing the situation, and being present in a meaningful way. The intensity of this experience depends on the sincerity and genuineness of the nurse. Caring is based on values of kindness, concern, and respect for the cultural uniqueness of the client. Caring is focused on the recipient, but the caregiver also benefits, and is therefore a mutually rewarding experience. The caregiver has an obligation to care for self; to be an emotionally healthy person able to care for others. To incorporate caring behaviors into practice, the nurse utilizes “doing for”-actions undertaken for the recipient of care, “doing with”-actions undertaken in collaboration with the recipient of care, “being with”-being present in a meaningful way, and “concern for/concern about”- the genuine response to the needs of self and the recipient of care. These actions are used to guide the caring experience.

## **Culture**

Culture is defined as socially inherited characteristics of a group of people that are transmitted from one generation to the next. Culture is learned and includes values, beliefs, and patterns of social conduct. Culture may shape a person’s way of experiencing health and illness.

## **Informatics**

Informatics is a combination of computer science, information science and nursing science designed to assist in the management and processing of nursing data, information, and knowledge to support the practice of nursing and the delivery of nursing care.

**(Revised 05/04)**

## **WWCC Nursing Program CONCEPTUAL FRAMEWORK**

Nursing is the focal point of the WWCC Nursing program Conceptual Framework. The nursing faculty believes that nursing is an art and a science and that mastering the art and science of nursing leads to competence. To help the Nursing student achieve competence, the curriculum is organized using the six goals of the nursing program. The six goals of the nursing program are to: Communicate Competently, See Issues from Multiple Perspectives, Develop Life Skills, Solve Problems, Retrieve Information, and Apply Therapeutic Nursing Interventions.

The nursing faculty designed the Conceptual Framework map using the shape of a diamond. The main focal point of the conceptual framework is “Nursing” and is placed in the center octagon of the diamond to emphasize that the focus of the curriculum is nursing. The top and bottom points are key locations on the diamond. The top represents the “Student Nurse,” and the bottom represents “Competent beginning Nurse.” The top of the diamond representing the “Student Nurse” spotlights the recipient of the curriculum. The recipient or learner includes the student at each level of the program. Without the learner, there would be no program. The bottom point represents “Competent, Beginning Nurse.” The overall purpose of nursing program is to educate the student to become a competent beginning nurse. If the nursing student is able to successfully apply the art and science of nursing at the expected level at the end of the PN Spin Off course, the nursing student will become a competent beginning PN nurse. If the nursing student is able to successfully apply the art and science of nursing at the expected level at the end of the three-year nursing program, the achievement of becoming a competent beginning AD nurse will be realized.

Since nursing is an art and a science, both these components are shown surrounding the center octagon of nursing on the conceptual framework. The significance of these components encircling the focus of nursing is that the student nurse must be able to apply BOTH the art and the science of nursing to become a competent beginning nurse. The two sides of the diamond, representing the art and science with the accompanying six goals, are interconnected by lines that join into the center octagon of “Nursing.” These lines represent the “facets” of the diamond and show that the six goals provide structure for and give shape to the curriculum just as the sides of the diamond give the diamond its structure and shape. The three goals of Communicate Competently, See Issues from Multiple Perspectives and Develop Life Skills comprise the “art” component of Nursing and are depicted on the left side of the diamond. The three goals of Solve Problems, Retrieve Information, and Apply Therapeutic Nursing Interventions comprise the “science” of

Nursing and are shown on the right side of the conceptual framework diamond. “Nursing Student” and “Beginning Competent Nurse” are also connected to the center octagon of Nursing with facets and illustrate that skillful application by the nursing student of the art and science of nursing results in becoming a competent beginning nurse.

Each of the six goals has major sub-concepts relevant to nursing that form recurring reference points for organization of curriculum. The major sub-concepts are further divided into more specific sub-categories as follows:

### **Communicate Competently**

- ◆ **Communicator**
  - Therapeutic Communication
  - Collaboration
  - Documentation
- ◆ **Educator**
- ◆ **Caring**

### **See Issues from Multiple Perspectives**

- ◆ **Culture**
  - Rural
  - Family
- ◆ **Ethics**
  - Advocate
  - Dilemmas
- ◆ **Psycho-Social Dimensions**
  - Growth and Development
  - Social Interaction
  - Spirituality
  - Coping
  - End of Life Issues

### **Develop Life Skills**

- ◆ **Discipline of Nursing**
  - Accountability
  - Life Long Learning
  - Political Activity
- ◆ **Manager**
  - Organization
  - Delegation
  - Cost Effective Care

### **Solve Problems**

- ◆ Critical Thinking in Decision Making
  - Challenging Assumptions
- ◆ Prioritize
  - Categories of Need

### **Retrieve Information**

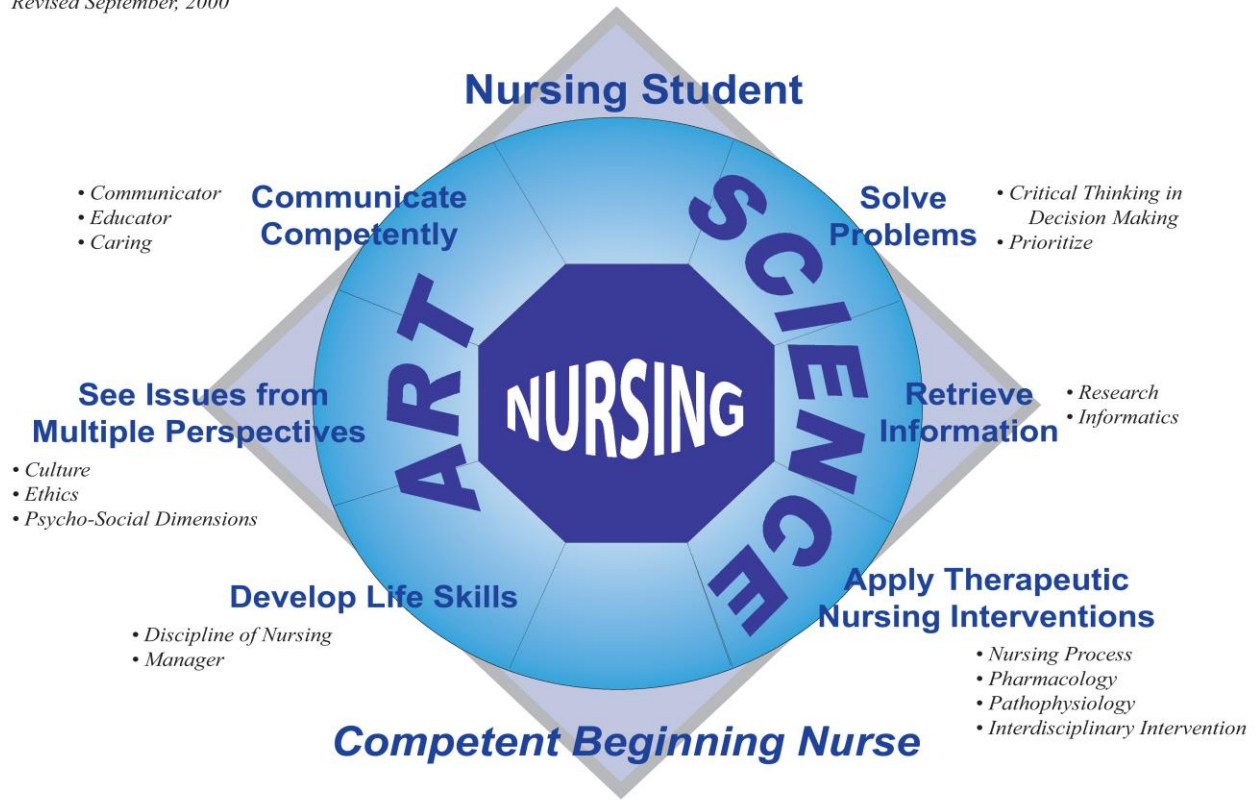
- ◆ Research
- ◆ Informatics

### **Apply Therapeutic Nursing Interventions**

- ◆ Nursing Process
- ◆ Pharmacology
- ◆ Pathophysiology
- ◆ Interdisciplinary Intervention

The integrated curriculum addresses the six goals as the organizing framework for content. The curriculum progresses from basic to complex. Students begin to use each of the six goals at a basic level at the beginning of the program and progress to using the six goals in complex situations by completion. Expectations for mastery in each of the goals are leveled as the student progresses in the program. This progression is clearly demonstrated in the theory objectives and clinical evaluation tools for each nursing course.

**WWCC Nursing Program Conceptual Framework** \_\_\_\_\_  
*Revised September, 2000*



## Educational Outcomes

<p style="text-align: center;"><b>End of First Year Outcomes</b></p> <p>Students who complete the first year of the AD Nursing program will be expected to demonstrate the following outcomes based on the six goals of the nursing program:</p>	<p style="text-align: center;"><b>Associate Degree Outcomes for Student Success</b></p> <p>Upon graduation the student will be expected to demonstrate the following outcomes based on the six goals of the nursing program:</p>
<p><b><u>Communicate Competently</u></b> The ability to provide accurate information, insightful observations, effective teaching, and caring behaviors.</p>	
<ul style="list-style-type: none"> <li>• Utilizes a variety of therapeutic communication techniques in relating to clients with common predictable health problems.</li> <li>• Shares relevant prioritized data verbally and in writing with health care team members.</li> <li>• Document nursing care provided based on the nursing process and agency requirements.</li> <li>• Implements standardized teaching plans in clinical settings.</li> <li>• Incorporates caring behaviors into practice. Employs enhanced communication techniques to foster a therapeutic relationship with clients.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes appropriate channels of communication with other members of the health care team.</li> <li>• Seeks collaboration with other practitioners on the health care team.</li> <li>• Documents nursing care based on standards of the profession and agency requirement.</li> <li>• Demonstrates effective, creative teaching techniques.</li> <li>• Develops a definition of caring to guide practice.</li> </ul>
<p><b><u>See Issues from Multiple Perspectives</u></b> The ability to provide culturally and ethically competent nursing care to a variety of individuals.</p>	
<ul style="list-style-type: none"> <li>• Begins to provide ethically and culturally competent care to clients.</li> <li>• Identifies psycho-social dimensions of the client in managing client care.</li> <li>• Protects clients' rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides ethically and culturally competent care to clients.</li> <li>• Meets the psycho-social dimension needs of the client.</li> <li>• Practices in the role of client advocate.</li> </ul>

### **End of First Year Outcomes**

Students who complete the first year of the AD Nursing program will be expected to demonstrate the following outcomes based on the six goals of the nursing program:

### **Associate Degree Outcomes for Student Success**

Upon graduation the student will be expected to demonstrate the following outcomes based on the six goals of the nursing program:

#### **Develop Life Skills**

The ability to practice within an ethical and legal framework of the discipline of nursing.

- Practices within the ethical, legal, regulatory, and professional framework of the discipline of nursing.
- Demonstrates accountability for nursing care provided by self.
- Demonstrates life-long learning.
- Demonstrates the ability to be flexible in an ever changing healthcare environment.
- Effectively manages self in clinical settings.
- Begins to apply fundamental management/leadership principles in clinical settings to provide cost effective care.
- Practices within the scope of nursing according to Nurse Practice Act.
- Verbalizes awareness that nurses can influence political decisions.

- Practices within the ethical, legal, regulatory, and professional framework of the discipline of nursing.
- Demonstrates accountability for nursing care provided by self or delegated to other health care team members.
- Demonstrates a commitment to life-long learning.
- Independently manages time and resources in clinical settings.
- Demonstrates the ability to be flexible in an ever changing health care environment.
- Practices within the scope of education and experience according to Nurse Practice Act.
- Adapts to health care delivery trends in providing quality, cost-effective care.
- Participates in the political process as it affects nursing and health care.

<p style="text-align: center;"><b>End of First Year Outcomes</b></p> <p>Students who complete the first year of the AD Nursing program will be expected to demonstrate the following outcomes based on the six goals of the nursing program:</p>	<p style="text-align: center;"><b>Associate Degree Outcomes for Student Success</b></p> <p>Upon graduation the student will be expected to demonstrate the following outcomes based on the six goals of the nursing program:</p>
<p><b><u>Solve Problems</u></b> The ability to demonstrate reflective thinking in which ideas and concepts are applied logically and creatively to make client care decisions.</p>	
<ul style="list-style-type: none"> <li>• Utilizes developing knowledge base to make clinical decisions.</li> <li>• Utilizes standards of care to assist in decision making.</li> <li>• Identifies own assumptions in clinical settings that affect decision-making.</li> <li>• Consistently prioritizes client care for common, predictable health problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes extensive knowledge base to make clinical decisions.</li> <li>• Challenges assumptions in client care situations.</li> <li>• Effectively prioritizes care in complex situations.</li> </ul>
<p><b><u>Retrieve Information</u></b> The ability to utilize technology and accurate information to augment human intellect.</p>	
<ul style="list-style-type: none"> <li>• Uses information from a variety of current sources to provide basic, safe, nursing care.</li> <li>• Develops an awareness of research and its relevance to nursing practice.</li> <li>• Uses resources for continuous learning and self-development.</li> <li>• Uses technology and information to facilitate care.</li> <li>• Utilizes the language of nursing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses information from current literature to provide safe nursing care.</li> <li>• Begins to apply nursing research in nursing practice.</li> <li>• Uses resources for continuous learning and self-development.</li> <li>• Uses technology to assure safe, competent care.</li> <li>• Utilizes the language of nursing.</li> </ul>

### **End of First Year Outcomes**

Students who complete the first year of the AD Nursing program will be expected to demonstrate the following outcomes based on the six goals of the nursing program:

### **Associate Degree Outcomes for Student Success**

Upon graduation the student will be expected to demonstrate the following outcomes based on the six goals of the nursing program:

#### **Apply Therapeutic Nursing Interventions**

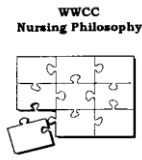
The ability to provide safe, competent care utilizing both the art and science of nursing in practice.

- With assistance utilizes all phases of the nursing process.
- Utilizes developing knowledge base to provide safe, effective nursing care to maximize health potential for clients with common, predictable health problems.
- Applies principles of pharmacology, correlates basic pathophysiology with disease process for client and incorporates interdisciplinary intervention when providing nursing care.
- Demonstrates technical competence in skill performance.

- Effectively utilizes all phases of the nursing process.
- Utilizes broad knowledge base to provide safe, effective nursing care to maximize health potential for clients.
- Integrates extensive knowledge of pharmacology, pathophysiology and incorporates interdisciplinary interventions when providing nursing care.
- Demonstrates technical competence in skill performance.

(Revised 05/02)

# Preceptor Evaluation of Student



*The faculty has developed a learning environment that fosters interaction between the students and faculty. Because nursing practice is ever changing, the faculty emphasizes the process of learning to obtain competence... Nursing education is conducted in an environment of mutual value and respect... Faculty members have an obligation to role model life long learning, professional behavior, create relevant learning experiences, foster critical thinking with free expression and provide constructive feedback from learning experiences... Students need the opportunity to learn from their mistakes and grow from those experiences...*

## The Evaluation Process

Because the instructor is not present, the faculty depends on the preceptor to evaluate the student. The preceptor's evaluation is a vital component of the student's clinical experience. The supervision of the student is the responsibility of the preceptor. However, the faculty preceptor liaison determines the final clinical grade for each student. If at any time you feel the student has acted in an unprofessional, unsafe, unethical, or illegal way, please contact the nursing department at 382-1713 immediately.

Evaluating clinical experience has a subjective component and utilizes the professional judgment of the preceptor. Specific objectives are provided for each clinical experience to provide a focus for the student while in the particular area. These objectives can also guide the preceptor in planning and evaluating the experience.

## Directions for Use of the Evaluation Tool

The preceptor will evaluate the student and return the form by using the self-addressed, stamped envelope. (Return to WWCC, Nursing Program (A714), PO Box 428, Rock Springs, WY 82902.)

<b>WWCC Student Name:</b>	<b>Date:</b>
	<b>Time In:</b> <b>Time Out:</b>
<b>Clinical Site:</b>	<b>Department:</b>

**\*Please return to WWCC within 2 weeks after preceptorship experience.\***

***What did this student do well?***

***What advice would you give this student for improvement in their clinical performance?***

**Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_**

*Rev. 06/23/09*

# Nursing Student Evaluation of Preceptor



*Nursing is an art and a science. The art component incorporates interpersonal skills, and embodies certain values, beliefs and standards unique to nursing. The science component involves the development of cognitive, and technical skills required for nursing practice. The competent beginning nurse must be proficient in both the art and science of nursing. Both are critical for professional practice.*

<b>Preceptor's Name:</b>	<b>Clinical Area:</b>
<b>In which of the six goals of the nursing program did this preceptor excel?</b>  <i>(Check box)</i>	<b>Comments</b>
<b>Communicate Competently:</b> <input type="checkbox"/>	
<b>See Issues from Multiple Perspectives:</b> <input type="checkbox"/>	
<b>Develop Life Skills:</b> <input type="checkbox"/>	
<b>Solve Problems:</b> <input type="checkbox"/>	
<b>Retrieve Information:</b> <input type="checkbox"/>	
<b>Apply Therapeutic Nursing Interventions:</b> <input type="checkbox"/>	

**Student's name:**

**Date:**

***Turn in to instructor within one week after experience.***

*Rev. 08/29/11*

## **Clinical Tips**

### **Clinical Teaching:**

Clinical teaching has two components: supervising and teaching. Supervising requires monitoring that tasks be completed, signatures in the right place, activities done on time, etc. Teaching is helping students become competent, beginning nurses. As YOU develop skill, you will be able to supervise on autopilot and teach at every turn.

### **Clinical Evaluation:**

The clinical evaluation tool outlines the objectives for clinical.

If there are any concerns about a student performance, contact the nursing department. Some issues that may arise include tardiness, unprofessional behavior, lack of motivation, and lack of preparation. Remember, it is the faculty's responsibility to award the final grade in the course. However, you are authorized to render a subjective assessment of whether or not students perform at the established level as written in the clinical objectives.

### **Assessment:**

- What did you observe (hear, see, notice, etc.)?
- Is that what you expected to observe?
- What does it mean to hear crackles (erythematous prominence, low urine output, etc.)?
- How will assessment data change to indicate the client is improving/declining?
- How is this just like "the books"? How is this different?
- How is this client like others suffering \_\_\_\_\_? How is this client different?
- How will you explain your findings to the client?

### **Meds:**

- Ask why client is receiving particular med.
- Does it seem to be effective? How do you know?
- When will you assess for effectiveness (for example: if administering Lasix, when will the patient diurese? Is that a sign of effectiveness? Is daily weight obtained, is there reduction in edema, etc.)
- Do you see any adverse effects?
- What adverse effects did you (will you) look for?
- How would you explain the purpose of this med to the client?
- Why do you think the client's meds have changed?
- What diagnostic tests will you monitor?

## Skills:

- Review away from the client.
- Check all the supplies.
- Be supportive.
- Calm client and student.
- Remind student of the next step.
- Never reprimand student or “gasp” (i.e., if student contaminates gloves, softly remind him/her to change gloves.)
- Nod, wink, or give thumbs up when student performs well during procedure.
- Assist if needed.
- Role model teaching, explaining to client as you go along.
- Take over if the student is not in control.
- Let them talk about it if they need to.
- As soon as you are done, in private place, ask the student how they think they did.
- Feedback examples for appropriate performance:
  - “I’m impressed.”
  - “You did that as well as any experience nurse.”
  - “That was perfect.”
  - “VERY good job.”
  - “Can YOU feel how well you are doing?”
  - “Your client said . . . ”
  - “You’ve got it.”
  - “That’s what makes you feel like a good nurse.”
  - “What I like best about how you did that was . . . ”
  - “You look so confident and competent when you . . . ”
- Feedback examples when improvements are needed:
  - “Next time . . . ”
  - “I want to spend some with you working on . . . ”
  - “There are some things that still need work.”
  - “That didn’t meet the objectives. You needed to independently . . . ”
  - Tell students what must be done to meet objectives if they are not being met:
    - “I need to see you independently prepare your meds and be knowledgeable about the six rights.”
    - “I need to see you be able to teach the patient’s family in a way they are prepared for discharge.”
    - “I need to see you follow through on changes in orders and in the patient’s condition.”

**Care Plans:**

If students are going to modify the standards of care/care plan, discuss their plans.

**Documentation:**

- Should be by nursing diagnosis.
- Ask student, “If an insurance company were paying you for RN service, how would your documentation support that you should be paid?” This gets them away from “resting, ate well, visitors in, watching TV” kinds of charting.
- Focus student on documentation of teaching, therapeutic communication, promoting growth and development.
- Prompt student to chart throughout shift.
- Set a deadline of half an hour or an hour before shift ends to be done.
- Standards of care/care plan and documentation should be well related.
- Give lots of feedback on charting.