

LAMAR STATE COLLEGE-PORT ARTHUR

UPWARD MOBILITY NURSING PROGRAM

PRECEPTOR HANDBOOK

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Dear Preceptor,

Welcome! The Lamar State College-Port Arthur Nursing Students and Faculty thank you for agreeing to serve as a preceptor. We are especially grateful for your contribution as a clinical expert. Sharing your clinical know-how and providing one-on-one attention to our students is invaluable in assisting them to meet their goal of becoming competent professional nurses. Your participation serves not only our students but also the entire nursing profession.

The benefits of serving as a preceptor are many. Certainly, the biggest reward is the experience of assisting a novice nurse to learn and develop the skills necessary for professional practice. It is especially exciting when the student has an "Aha! moment" and is able to put theory into practice in the clinical area.

The overall goal of the clinical preceptorship is to allow students to work closely with an experienced nurse in a clinical area of interest to the student. Each student will develop personal learning objectives and work with the preceptor to achieve these objectives.

Each new preceptor must complete the orientation program prior to precepting a student. Once the orientation forms have been submitted, the preceptor will receive a certificate documenting the completion of the orientation.

If you have any questions, please feel free to contact us. Thank you for your commitment to associate degree nursing education. Enjoy the rotation!

Sincerely,

Lamar State College-Port Arthur
Upward Mobility Nursing Program Faculty

LAMAR STATE COLLEGE-PORT ARTHUR MISSION STATEMENT

Lamar State College-Port Arthur is an open-access, comprehensive public two-year college offering quality instruction leading to associate degrees and a variety of certificates. The college, a member of The Texas State University System, has provided affordable, quality education opportunities to residents of the Southeast Texas area since 1909.

Lamar State College-Port Arthur embraces the premise that education is an ongoing process that enhances career potential, broadens intellectual horizons, and enriches life. The faculty, staff, administration share a commitment to a mission characterized by student learning, diversity, and community services. The foundations for student success include compensatory education programs designed to fulfill our commitment to accommodate students with diverse goals and backgrounds, technical education programs that provide for the acquisition of the skills and demeanor necessary for initial and continued employment, and a core curriculum that develops the values and concepts that allow the student to make a meaningful contribution in the workplace or community. Student achievement is measured by the completion of courses and programs of study, successful performance following transfer to a baccalaureate program, and the attainment of individual goals.

Lamar State College-Port Arthur operates in the belief that all individuals should be:

- Treated with dignity and respect;
- Afforded equal opportunity to acquire a complete educational experience;
- Given an opportunity to discover and develop their special aptitudes and insights;
- Provided an opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change

PROGRAM PHILOSOPHY

The Upward Mobility Nursing Program, as an integral part of Lamar State College-Port Arthur, derives its overall purposes and functions from the mission, goals, and policies of the college. The philosophy of the Upward Mobility Nursing Program at Lamar State College-Port Arthur supports the values and ideals of the College through excellence in instruction, opportunities for personal growth as well as career preparation and cooperation with the Community.

Nurses are taught to comprehensively assess the client and design interventions that fit the needs of the individual rather than trying to change the individual to fit the intervention. The experienced Licensed Vocational Nurse has a basic level of nursing knowledge upon which to build and has learning needs different from generic students. The Upward Mobility Nursing Program prepares graduates to function as generalists who provide and direct others in the provision of quality nursing care.

Nursing education is based on scientific principles and structured to provide the foundation of skills upon which the nurse may build throughout the nursing career. It encompasses the basic concepts of both education and nursing by providing a climate conducive to the acquisition of knowledge, skills and values as providers of health care.

The faculty believes the progression of the LVN to RN contributes to the student's intellectual, personal, and social development, and to the individual's attainment of the leadership role. Members of the faculty function as

facilitators and resource persons and are responsible for determining the nature of the knowledge to be communicated, while the responsibility for learning lies with the student.

Society is composed of individuals, families, groups, and communities sharing a variety of common goals and values which change as the interests and needs of the members change. The faculty believes that human beings are a highly complex interrelated system which includes biological, social, psychological, cultural, and spiritual components. Throughout life's developmental stages, an individual lives in a constantly changing environment both internal and external.

Stress results from the changing environment. Life experiences impact the perceptions, strengths, and abilities of the individual. We respect the rights and dignity of all individuals to self-determination. In keeping with this philosophy, we accept that all individuals, to the extent of their ability, are responsible for their own life choices.

Health is a dynamic state of being which can be expressed on a wellness-illness continuum. Wellness results from successful adaptation to stress. Optimal wellness is the highest achievable state of health and, therefore, is a desirable individual and societal goal. Illness results from unsuccessful adaptation in any component of the individual system throughout the life cycle. The purpose and goal of nursing practice is to assist the client through adaptation in reaching the optimum level of wellness.

Nursing is an art and a science. Nursing is a helping relationship which deals with the behavior of individuals and groups in potentially stressful situations relative to health and illness. Nurses work with the health care team in promoting health, in preventing disease, and in managing client care. They cooperate and collaborate with families, physicians and allied health professionals to coordinate a plan of care for individuals.

Critical thinking, problem solving, and decision making are at the heart of nursing practice and are documented by the nursing process. The nursing process is a scientific, systematic problem solving tool utilizing assessment, nursing diagnosis, planning, intervention, and evaluation. Consistent with our understanding of the complexity of human life and behavior, we acknowledge that the performance of nursing care is conducted on several levels and in a multiplicity of settings.

Associate degree nursing is but one level of nursing practice. Nursing can be represented as a series of concentric circles with the center core being vocational nursing, the next larger circle associate degree nursing, and continuing until the highest level of nursing, that of the postdoctoral nurse, is included. Each succeeding level includes all the elements of the previous one(s) and encompasses areas of practice not fully developed in the preceding level(s). Graduates of the LSC-PA Associate of Applied Science Upward Mobility Nursing Program are prepared to employ critical thinking and interpersonal communication skills to provide therapeutic nursing interventions to clients in an ethnically and culturally diverse society. Graduates demonstrate the knowledge, judgment, and professional values necessary to the entry level practice of professional nursing as delineated in the *Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs*.

PROGRAM OUTCOMES

The Upward Mobility Nursing Program provides educational experiences that offer opportunities for the student to:

1. Use a systematic problem solving process and critical thinking skills to integrate knowledge from nursing, the natural, behavioral, and social sciences to provide nursing care to clients throughout the life cycle with common acute and/or chronic health problems in an ethnically and culturally diverse society.
2. Demonstrate therapeutic communication with individuals and groups to facilitate optimum wellness throughout the life cycle.
3. Collaborate with clients, families, and other members of the health care team as appropriate in providing health care to individuals and groups.
4. Implement teaching plans concerning promotion, maintenance and restoration of health appropriate to various experiences along the wellness-illness continuum.
5. Provide for the care of multiple clients and their families in structured settings either through direct care or assignment and/or delegation of care to other members of the health care team.
6. Act as an advocate to ensure the provision of quality health care for individuals and groups.
7. Assist in the development and implementation of changes to improve the health care system.
8. Participate in continuing policy evaluation to ensure quality care while working within the policies of the employing institution.
9. Practice within the profession's legal and ethical framework by being accountable and responsible for one's own actions.

BON Rules and Regulations

Texas Board of Nursing
333 Guadalupe #3-460 AUSTIN, TEXAS 78701

GUIDELINES FOR PRECEPTED CLINICAL EXPERIENCES

Rule 215.10, (e) sets forth the criteria for use of clinical preceptors. Written agreements shall delineate the functions and responsibilities of the affiliate agency, clinical preceptor and nursing program. Preceptored experiences may occur after the student has received basic theory and clinical experiences necessary to safely provide care to clients (within course or curriculum).

Nursing Program/Faculty Responsibilities

1. Ensure that preceptors meet the following requirements:
 - a. Licensed as a Registered Nurse in Texas
 - b. Current licensure/certification as health care professional (Non-RNs) in the state of Texas (Bachelor's degree preferred)
 - c. Competence in designated area of practice
 - d. Philosophy of health care congruent with that of the nursing program.
2. Orient both the student and the preceptor to the preceptored experience.
3. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skill performance, student guidelines for performance of procedures, and methods of evaluation.
4. Assume overall responsibility for teaching and evaluation of the student.
5. Assure student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage.
6. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
7. Make appropriate student assignments with the preceptor.
8. Communicate assignments and other essential information to the agencies.
9. Meet regularly with the clinical preceptor and the student to monitor and evaluate the learning experience.
10. Monitor student progress. Examples include rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
11. Be readily available, e.g., cell phone or e-mail for consultation when students are in the clinical area.
12. Receive feedback from the preceptor regarding student performance.

Preceptor Responsibilities

1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students.
4. Orient the student(s) to the clinical agency.
5. Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives.
6. Supervise the student's performance of skills and other nursing activities to assure safe practice.

7. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
8. Provide feedback to the student regarding clinical performance.
9. Contact the faculty if assistance is needed or if any problem with student performance occurs.
10. Discuss with faculty/student arrangement for appropriate coverage for supervision of the student should the preceptor be absent.
11. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Agency Responsibilities

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.
3. Interpret the preceptor program and expectations of students to other agency personnel who are not directly involved with the preceptorship experience.

Student Responsibilities

1. Maintain open communications with the preceptor and faculty.
2. Maintain accountability for own learning activities.
3. Prepare for each clinical experience as needed.
4. Be accountable for own nursing actions while in the clinical setting.
5. Arrange for preceptor supervision when performing procedures.
6. Contact faculty liaison by cell phone or e-mail if faculty assistance is necessary.
7. Respect the confidential nature of all information obtained during clinical experience.

Frequently Asked Questions

1. Why do I have to complete the preceptor orientation?

To ensure consistent quality experiences for the students, preceptors need to know about the LSC-PA Upward Mobility Nursing Program. It is also important to understand the responsibilities of each participant in the precepted experience.

2. How can I help the student feel a part of the unit where I work?

- Introduce the student to the entire staff.
- Make rounds with the student.
- Give the student a tour of the unit.
- Include the student in all aspects of your job and decision making.
- Touch base with the student throughout the shift.
- Refer staff members to the student, as appropriate.
- Treat the student like a staff member.
- Keep the student's goals in mind.
- Give the student responsibility.
- Give the student feedback on a regular basis.
- Provide someone to answer questions when the preceptor is off the unit.

3. How can I contact the faculty liaison?

The faculty can be reached at their offices by calling the LSC-PA switchboard at 1-800-477-5892 and asking for them by name or through the following numbers:

Faculty Name	Cell Phone Number	Office Number
Browning, Janis	409-540-5556	409-984-6357
MacNeill, Shirley	409-540-5558	409-984-6365
Taylor, Sandra	409-720-8581	409-984-6355

If unable to reach a faculty liaison, the department chair may be contacted by calling

Name	Office Number
Janet Hamilton	409-984-6354

3. What kinds of issues can I or should I discuss with the faculty liaison?

The main functions of the faculty liaison are to solve problems and answer questions. Feel free to contact the faculty liaison for questions about the clinical preceptorship, concerns about student performance or problems that arise. The **faculty liaison** must be **notified immediately** if the **student** engages in **unsafe** or **unprofessional conduct**. Interactions with the faculty liaison are confidential so feel free to express yourself completely.

4. How can I be sure I have the knowledge and skill to teach students?

You were recommended and selected for the clinical preceptorship. You have practical, day-to-day knowledge and expertise to function effectively as a registered nurse. Students learn from watching and working with experienced nurses no matter how routine or complex the task.

5. What if the student is critical of the way I do things?

The student will be busy accomplishing personal objectives and completing delegated tasks. The student will not be following your every move or have time to critique your nursing practice. In most situations, there is more than one way to accomplish the same goal while the underlying principles remain the same. Showing the student alternative approaches can be effective in increasing overall learning. If you make a mistake, you can serve as an effective role model to the student by acknowledging the error and taking corrective action.

6. What if I just can't work with the student?

Occasionally personality differences occur. If you are having a problem, talk with the faculty liaison who will address the issue. The clinical experience is relatively short. If the situation is intolerable, it is possible to reassign the student.

7. How closely do I have to watch the student?

The students are new to the role of a "registered nurse" and are functioning in the student role during the clinical preceptorship. They may require less supervision in task-related activities and more supervision in decision making activities. Discuss these issues with the student assigned to work with you. You will want to observe the student more closely at first. As you get to know the student's capabilities, less supervision is needed. The student should progressively accept more responsibility.

8. What if the student isn't successful in this rotation?

The fact that a student fails does not mean that you have failed as a preceptor. If you are concerned with a student's performance, contact the faculty liaison as soon as possible.

9. Is the student working under my license?

The student is **NOT** working on your license. No one works under another's license. Under the law, each person is responsible for his or her own actions. The student has the right by law to practice incidental to the educational process. The standard of care must be the same as that rendered by a registered nurse. You have the responsibility to delegate according to the student's abilities and to supply adequate supervision.

Clinical Course Description

A method of instruction that enables students to apply specialized occupational theory, skills and concepts with direct supervision provided by a clinical professional.

Course Learning Outcomes:

In accordance with the mission of LSC-PA, Clinical assists the student to develop the particular skills, knowledge, and attitudes necessary for success as a registered nurse. Upon successful completion of the course, the student should be able to:

1. Use critical thinking and the nursing process to provide care to clients with complex health problems.
2. State the rationale and the effects of medications and treatments and shall correctly administer the same.
3. Accurately and completely report and document:
 - a. Client's status including signs, symptoms, and responses

- b. Nursing care provided
 - c. Administration of medications and treatments
 - d. Client's response to medications and treatments
 - e. Contacts other health care team members concerning significant events regarding client's status.
4. Implement measures to promote a safe environment for clients and others.
 5. Respect the client's right to privacy by protecting confidential information unless obligated or allowed by law to disclose the information.
 6. Promote and participate in client education and counseling based on health needs.
 7. Obtain instruction and supervision as necessary when implementing nursing procedures or practices.
 8. Notify the appropriate individual when leaving a nursing assignment.
 9. Maintain professional boundaries of the nurse-client relationship.
 10. Provide without discrimination, nursing services regardless of age, disability, economic status, gender, national origin, race, religion, or health problems of the client served.
 11. Collaborate with the client, members of the health care team and, when appropriate, the client's significant other(s) in providing the client's health care.

Statement of Workplace Competencies

Lamar State College Port Arthur is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. To achieve this goal, the following workplace competencies are included in this course:

1. Acquires and evaluates information through use of the nursing process.
2. Communicates information to and receives input from the health care team to enhance the quality of care provided for the clients assigned to the student's care.
3. Utilization of critical decision making in setting priorities of care for clients.
4. Participates in the education of clients about various aspects of the disease process and the self-care associated with the disease.
5. Works well with children and family care givers with a variety of ethnic, social or educational backgrounds.
6. Ability to select the correct items needed to perform selected nursing procedures.
7. Demonstrates knowledge of own skills and abilities through clinical competency.

Teaching and Learning

Principles of Learning

- Humans have a natural potential for learning
- Moderate anxiety tends to stimulate learning; low or extreme anxiety tends to inhibit learning
- Meaningful material is learned more readily and remembered longer
- An individual must be motivated for learning to occur
- Significant learning is often acquired through doing
- Physical and mental readiness are necessary for learning
- New learning is based on previous knowledge and experience
- Retention is fostered by finding meaning in the material, applying the material and learning over a period of time
- Repetition strengthens learning
- If learning is painful or embarrassing, it will be avoided
- Trial and error is a way of learning that takes a lot of time and energy
- Learning occurs through imitation
- Self initiated learning is the most lasting and pervasive

Principles of Teaching

- Good teacher-learner rapport is important to teaching
- Teaching requires effective communication
- Learning needs must be determined
- Objectives serve as guides in planning and evaluation of teaching
- Teaching and learning requires planning
- Learning principles must be applied appropriately
- Teaching skill can be acquired through practice and observation
- Feedback and evaluation of teaching skills is important

Effective Communication

- Listen
- Ask for clarification
- Pay attention to feeling
- Avoid prejudging
- Be aware of inconsistencies in verbal and nonverbal communication
- Be accepting of others

The Effective Preceptor

Interpersonal Qualities

- sensitive
- respectful
- interested
- accessible
- supportive
- open
- concerned

Professional Qualities

- competent
- confident
- creative
- stimulating
- skilled
- relaxed

Personal Qualities

- enthusiastic
- honest
- cheerful
- considerate
- calm
- poised
- humorous
- controlled
- flexible
- admits mistakes

Evaluating Student Performance

Purpose of Evaluation

- Identify strengths
- Identify behaviors that need improvement
- Facilitate a positive change in behavior when identified

Types of Evaluation

- Formative
 - informal feedback
 - occurs throughout the learning process
 - assists in improving performance
- Summative
 - formal feedback
 - occurs at predetermined times during the learning process
 - summarizes performance

Principles of Evaluation

- Specificity - focus feedback on specific behaviors rather than general
- Objectivity - base feedback on clearly defined learning outcomes
- Mutual Involvement - include student input

Factors Affecting Student Reactions to Evaluation

- Previous experiences
 - positive
 - negative
- Personal characteristics
 - personality
 - stress level

Student Reactions	Preceptor Responses
Becomes defensive	Remain calm and objective
Denies any problems	Review the behavior and consequences
Accepts the need for change	Support and encourage
Becomes overwhelmed or threatened	Group behaviors into areas of concern

Techniques of Evaluation

- Provide rationale for feedback to diminish emotional reactions and provide impartial basis for change
- Help student identify need for and value of change to increase motivation to change
- Balance positive and corrective comments to decrease hopelessness and resistance
- Examining alternative behaviors enhances commitment and cooperation to assist in problem solving

Components of Effective Feedback

- Describe expected behavior change
- Establish target date for behavior change
- Specify consequences if target date not met
- Validate student understanding of expectations
- Document feedback conference in writing

Suggested Preceptor/Student Interaction

1. Meet for the first time

- a. Orient and tour of the unit (include critical phone numbers/key personnel/policy & procedure manuals /locker if available)
- b. Discuss student's past experiences, perceived strengths/weaknesses
- c. Review student objectives
- d. Review what student can/cannot do
- e. State your expectations (professional, prepared, and positive)
- f. Examine schedule to determine days/times to work together
- g. Exchange phone numbers and email addresses

2. First Day

- a. Shadow
- b. Explain what you're doing and why
- c. Demonstrate quick head to toe assessment
- d. Have student perform assessment(s)
- e. Have student describe stress level; ask student for feedback

3. Next...

- a. Assign clients to student depending on experience and student objectives
- b. Observe student's interactions/assessments/medication administration; provide immediate feedback
- c. Student continues to observe your usual activities/explain how you are prioritizing your day
- d. Demonstrate/question/explain/help student critically think through problems
- e. Remember you are guiding their practice to develop mastery

4. As time goes on ...

- a. Student gradually takes more and more responsibility
- b. Ask the student questions – to stimulate thinking
- c. Continue to increase client load; include all aspects of care
- d. Review student progress frequently

Cues for Preceptor/Student Interaction

- 1. Medications:**
 - a. Student investigates medications before administering

- 2. Assessments:**
 - a. Ask student to identify most critical assessment for client prior to entering room
 - b. Demonstrate focused assessment
 - c. Observe student and give immediate feedback include strengths and weakness
 - d. Suggest alternative ways of completing assessment
 - e. Repetition is important – perform multiple assessments each day even if student is not primarily responsible for client

- 3. Skills:**
 - a. Have student review policy and procedure manual and explain skill prior to entering the client's room
 - b. Observe and intervene if client safety is an issue
 - c. Once completed and outside the client room, provide immediate feedback
 - d. If student needs more help, please contact the faculty

- 4. Charting:**
 - a. Have student “chart as s/he goes” but initially have student chart on separate paper or talk prior to committing words to the permanent record
 - b. Ensure all forms are completed: narrative, I&O, graphic sheet, medications, etc (if computer charting make sure all required areas are completed)

- 5. Critical thinking:**
 - a. Do not necessarily respond to question with direct answer
 - b. Ask student, “What do you think?”
 - c. Ask the student “why” about everything! Why is the client receiving this med? Why is this lab value important to know? Why are this client's ankles so swollen? Why is the client angry? Etc.
 - d. Offer alternatives – let the student know there are multiple ways to approach a problem
 - e. Ask the student to identify critical assessments to be made/labs to be checked/priorities for intervention
 - f. Set time aside for student to engage in reflective thinking

- 6. Miscellaneous:**
 - a. Ask the student about goals for the day
 - b. You do not need to have all the answers. Students need to know how to get the answers
 - c. What are your resources? Where do you look it up?
 - d. They are being evaluated as a nursing student, not a registered nurse
 - e. Clinical objectives are in the syllabus for this course

Techniques for Preceptor/Student Interaction

1. **Get a commitment**
 - What do you think is going on with this client?
 - What do you want to do?
2. **Probe for supporting evidence**
 - What led you to your diagnosis or decision?
 - What else did you consider?
3. **Tell the learner what s/he did right and the effect it had**
 - Specifically, you did a great job of ...
4. **Teach general rules**
 - The key features of this illness are ...
 - The natural progression of this disease is ...
5. **Correct mistakes**
 - Next time this happens, try this ...

Reviewed and Revised 09/17/2009