



West Virginia Wesleyan

School of Nursing

MSN and POST-GRADUATE APRN

CERTIFICATE STUDENTS

Preceptor Handbook

2015 – 2017

Overview

Students in the MSN and post-graduate APRN certificate program at West Virginia Wesleyan require clinical practicum experiences in surrounding communities in addition to the theory components of the program. Students in both Nursing Education and Administration as well as the Family Nurse Practitioner concentration of the MSN program (includes certificate students) select areas for their practicum experiences that meet their learning needs and overall goals for the program.

Faculty members provide guidance for student practicum experiences. Faculty establish course objectives, student learning outcomes and competencies, objectives of the preceptorship, timelines for the preceptorship, and criteria for supervision, assignments, feedback and evaluation. This manual will elaborate the roles and performance expectations of the preceptor with respect to teaching, supervision, and student evaluations. Preceptors serve as an extension of the faculty to assist in achieving the mission, goals and outcomes of the nursing unit.

Mission of West Virginia Wesleyan College

West Virginia Wesleyan College challenges its students to a life-long commitment to develop their intellectual, ethical, spiritual, and leadership potential and to set and uphold standards of excellence.

Firmly rooted in the liberal arts tradition and closely related to The United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College recognizes and affirms its interdependence with the external communities-local, regional, national, and global and its covenant with the people of West Virginia to share its educational and cultural resources.

West Virginia Wesleyan College prepares its students through its curriculum of art and sciences, preprofessional and professional studies, and its rich campus life program. As a residential, undergraduate institution of higher education, the College aspires to graduate broadly educated men and women who:

- Think critically and creatively,
- Communicate effectively,
- Act responsibly, and
- Demonstrate their local and world citizenship through service.

Mission – School of Nursing

The mission of the School of Nursing is to provide accessible, high quality nursing education to a diverse group of undergraduate, graduate, and post-graduate APRN certificate students, preparing them to be reflective healthcare leaders and scholars able to respond to the growing complexity in the healthcare system. This mission will be accomplished by offering innovative, nursing education programs that meet the needs of society and incorporate best practice evidence and contemporary nursing science. Beliefs fundamental to the mission, development, and arrangement of the curriculum include: an understanding of the fundamental dignity of human beings; the essence of nursing as science, art and service to humanity informed by the caring nature of the discipline; the perspective of health as a dynamic entity varying with time and life circumstances; and the life-long process of education. Undergraduate and graduate study in nursing prepares women and men to promote human thriving in the care of diverse persons through culturally-sensitive, evidencebased practice. The unique meanings persons associate with knowledge, language and behavior inform caring practice in nursing. People flourish in the context of partnerships with individuals, families, communities, and populations that reflect respect for the dignity and uniqueness of others, recognizing each person’s capacity for grace and empowerment.

Goals – School of Nursing

The goals of West Virginia Wesleyan School of Nursing reflect the overall mission of the program to enhance the health and quality of life for all.

- ❖ Develop academic programs that meet the needs of society and incorporate best-practices in nursing education.
- ❖ Provide a supportive, collegial environment that encourages excellence in teaching-learning, professional development, and faculty/student scholarship.
- ❖ Develop leaders capable of improving clinical practice outcomes, health policy, and care delivery methods.
- ❖ Prepare graduates able to provide safe, evidence-based, culturally-competent, patientcentered care that reflects ethical clinical judgment and interprofessional collaboration.
- ❖ Cultivate in students an intellectual desire for advanced study and inquiry.

Student Learning Outcomes - MSN and Post-Graduate APRN Certificate Programs

SLO I: Integrate theory and research from sciences, social sciences, humanities, and nursing into interdisciplinary practice to promote safe and effective nursing care.

Competencies:

- ❖ **Translating and Integrating Scholarship into Practice:** Integrate theory, evidence, clinical judgment, research and inter-professional perspectives using translational processes to improve practice and associated health outcomes for patients.
- ❖ **Background for Practice from Sciences and Humanities:** Synthesize nursing science with knowledge from ethics, biophysical, psychosocial, analytical, public health and organizational sciences to design advanced nursing care for diverse populations.

SLO II: Lead inter-professional teams to improve patient and population health outcomes.

Competencies:

- ❖ **Interprofessional Communication and Collaboration for Improving Patient and Population Health Outcomes:** Employ effective collaborative strategies and communication skills in leading intra-professional and inter-professional teams in the design, coordination, and evaluation of care.

SLO III: Demonstrate clinical competence in a specialty that is anchored in ethical advanced nursing practice.

Competencies:

- ❖ **Master's-Level Nursing Practice:** Synthesize concepts including ecological, global and social determinants of health, principles of genetics and genomics, and epidemiologic data to design, deliver and evaluate culturally relevant clinical interventions and strategies.

SLO IV: Design population-focused, culturally-competent health services for vulnerable populations.

Competencies:

- ❖ **Clinical Prevention and Population Health for Improving Health:** Using culturally sensitive approaches, conduct a comprehensive and systematic assessment of health and illness parameters in a complex situation.

SLO V: Apply principles of leadership in the application of strategies such as evidence-based best practices, performance improvement and quality assurance activities and information technology initiatives to improve patient care and health systems.

Competencies:

- ❖ **Organizational and System Leadership; Quality Improvement and Safety:** Operationalize safe, quality health care services, applying leadership skills and ethical decision-making in the provision of culturally-responsive high quality nursing care.
- ❖ **Health Policy and Advocacy:** Analyze the impact of health policies on the structure and financing of health care, healthcare practices and healthcare outcomes.
- ❖ **Informatics and Healthcare Technologies:** Analyze current and emerging technologies and develop strategies to support safe practice environments and reduce risk while optimizing patient safety, cost-effectiveness, and health outcomes.

SLO VI: Develop professional goals that reflect a commitment to professional development, lifelong learning, and continued scholarship.

Competencies:

- ❖ **Professionalism and Professional Values:** Contribute to the profession of nursing by engaging in leadership, scholarship and practice activities.

Description of the Preceptorship

The preceptorship is a one-to-one relationship between an expert clinician and a master's level (or certificate) nursing student in order that the student may integrate the roles and responsibilities of advanced practice nursing in a particular area of practice. This learning occurs as students practice alongside the expert. Preceptors serve as role models for students. A role model allows students to see and experience what you, the expert, do on a daily basis while encouraging the student to ask questions, participate and enact their program goals and activities. Preceptors challenge, guide, and direct students. For the FNP program, while it is most desirable that preceptors be advanced practice nurses (nurse practitioners, certified nurse midwives), preceptors may also be physicians or physician assistants when it is not possible for students to work with an advanced practice nurse.

Students benefit from an in-depth understanding of the role through exposure to everyday practice with its satisfactions and frustrations, gaining increased ability to problem-solve based on new exposures and experiences, and increasing feelings of self-confidence and satisfaction from professional nurturance. Preceptors benefit from the opportunity to share knowledge and facilitate the growth of an enthusiastic learner. Preceptors may find the preceptor role brings status, recognition of expert practice, increased job satisfaction, increased learning, and advancement of their practice.

As a guide in the clinical practicum setting, preceptors allow students to perform activities with the collegial supervision of their preceptor. The faculty, preceptor and student decide on the specific clinical experiences selected to meet learning objectives. This will involve student participation in administration, education, or health assessment/differential diagnosis/treatment activities within the agency. Preceptors should work closely with the student to provide interesting or challenging opportunities to learn.

Preceptor Policy

The MSN program defines preceptors as qualified individuals who work one-on-one with MSN practicum students in practicum experiences to promote attainment of student learning objectives.

Preceptors serve as role models, mentors, and/or direct supervisors of students in the practicum area. Preceptors do not replace faculty, but work closely with faculty in facilitating student success. Faculty maintain responsibility for the final student evaluation. Preceptors may also be physicians, physician assistants, and certified nurse midwives. MSN faculty are responsible for finding appropriate clinical practicum preceptors who can be utilized in MSN courses with clinical practicum components.

Preceptor Qualifications

Preceptors shall be employees or have a legal contractual arrangement with the agency in which West Virginia Wesleyan has a contract.

Preceptors shall be:

- Authorized by the appropriate state licensing entity to practice in their population-focused and/or specialty area
- Educationally prepared in their area of supervisory responsibility with at least one year of clinical experience
- Available to the student and faculty for the agreed upon time for student instruction

Preceptor roles: The preceptor's primary role is teaching and mentoring the student. Preceptors can stimulate clinical decision-making through a variety of activities including introducing challenging experiences and questioning the student regarding observations and reasoning. This process assists the student to reflect and describe observations, discuss the planned interventions and contribute to the intervention. The preceptor has the opportunity to model interpersonal relationship skills during the mentoring process.

Communication with faculty: Faculty will provide preceptors with contact information. Preceptors are encouraged to contact faculty at any time. Faculty must be contacted immediately for situations involving a student's unsafe practice, unethical conduct, or changes in preceptor availability. Any concerns expressed by other employees should be communicated to faculty members.

Communication with student: Preceptors are encouraged to provide regular feedback to the student and final performance review. In order to resolve concerns in an expeditious manner, preceptors are encouraged to relate concerns to the student when they occur. Written documentation will be shared with faculty and resolution will be discussed immediately as needed or during the next regularly scheduled communication.

Evaluation of student: While the faculty member has the ultimate responsibility for the formal evaluation, the preceptor's input provides evidence to support the ratings. The Preceptor Evaluation of Student form provides a guide for collecting and recording data according to student performance. The preceptor's primary role is teaching. The preceptor not only collects data that verifies student competence, but also the opportunity to support professional practice standards.

Documentation of Credentials: Documentation of preceptor license and credentials to practice is essential to assure quality of providers who mentor students. These documents must be available to visiting accrediting bodies during program evaluation and renewal.

Faculty Responsibilities

Preceptor Identification:

1. Preceptor identified by faculty or students
2. Faculty reviews preceptor credentials
3. Faculty sends relevant material to preceptor
4. These materials include:
 - a. Preceptor credentials form
 - b. Preceptor agreement form
 - c. MSN and Post-Graduate APRN Certificate Preceptor Handbook
 - d. Course Syllabus
 - e. Student Evaluation Forms
 - f. Other documents as needed
5. Preceptor returns forms to faculty member via email, fax, in person or via student
6. Faculty member reviews and signs form
7. Completed forms filed by clinical coordinator.

Communication with Preceptor

Faculty will be in contact with preceptor at the onset of the clinical experience. Information shared includes course requirements, methods of communication, time commitments, expectations of preceptor, and methods of student performance evaluation. Additional communication will occur as needed.

Student Preparation

Faculty will confirm that students meet requirements prior to entering the clinical setting.

Student Evaluation

The requirements and evaluation criteria for successful student performance are found in the course syllabi and practicum evaluation tools. Evaluation by the faculty member with input from the preceptor are an important components of the student performance evaluation. Faculty assumes the ultimate responsibility for the evaluation of students. While specific criteria are identified in each course, faculty utilize a combination of methods including making site visits to observe student performance and interactions between student, staff and preceptor. Regular review of clinical documentation and supportive evidence from the clinical preceptor are utilized.

Preceptor Agreement and Credentials

Preceptor: Please fill out parts A and B of the Preceptor Agreement Form. Sign and Return to student or requesting faculty member. A clinical contract and preceptor agreement must be in place before the start of student learning.

Part A

Preceptor Name _____

Preceptor Home Address _____

Telephone _____

Email _____

Clinical specialty _____

Name of Facility/Employer _____

License Number _____

List all degrees held: Undergraduate _____ Graduate _____ Doctoral _____

Certifications _____

If not a RN, please list appropriate credentials

Please initial that Preceptor Handbook was received _____

Part B

I, _____ (Printed Preceptor Name) do agree to act as preceptor for

_____ (Printed Student Name) who will be doing a practicum rotation at

_____ (Location Where Practicum Affiliation Agreement Exists).

I agree to review the Preceptor Handbook and abide by the requirements set forth.

Preceptor Signature/Date

Student Signature/Date

Faculty Signature/Date

Student Evaluation of Preceptor

Student Name _____

Preceptor Name _____

Semester _____ Year _____ Course Number _____

Please rate the Preceptor as Satisfactory or Unsatisfactory

Preceptor Expectations/Competencies	Satisfactory/Unsatisfactory
Was available to the student during scheduled practicum hours	
Functions as a leader in specialty area of practice.	
Effectively communicates with interdisciplinary team	
Utilizes evidence-based nursing practice.	
Exhibits culturally sensitive considerations in the delivery of nursing care.	
Was an effective role model for students in this area of advanced practice	
Demonstrates effective interpersonal skills in interactions with clients, colleagues, and student	
Translates and integrates scholarship into daily practice.	

Comments:

Student Signature: _____

Preceptor and Faculty Final Evaluation of Student Practicum Performance

Date _____

Clinical Hours _____

Student _____

Faculty _____

Setting _____

Preceptor _____

Instructions: Please rate current level of competency in each criterion by placing a check in the corresponding box. Obtain feedback from preceptor on comments in this performance evaluation. Schedule an evaluation conference with your clinical faculty member and preceptor.

Please indicate overall student practicum performance: (check one)

Satisfactory: _____

or

Unsatisfactory: _____

Date: _____

Student Signature _____

Faculty Signature _____

Preceptor _____

Comments:

Student Name _____

Student Practicum Performance Evaluation –Family Nurse Practitioner Concentration Only

Date _____

Preceptor Name _____

Please use the following key and check the box that reflects the level of competency of the student on the following objectives: **Key:**
4=Independent; 3=Prompted; 2=Dependent; 1= Not Attempted

No.	Outcome	(4) Independent	(3) Prompted	(2) Dependent	(1) Not Attempted
1.	Integrate theory, evidence, clinical judgment, research and inter-professional perspectives using translational processes to improve practice and associated health outcomes for patients.				
2.	Synthesize nursing science with knowledge from ethics, biophysical, psychosocial, analytical, public health and organizational sciences to design advanced nursing care for diverse populations.				
3.	Operationalize safe, quality health care services, applying leadership skills and ethical decision-making in the provision of culturally-responsive high quality nursing care.				
4.	Analyze the impact of health policies on the structure and financing of health care, healthcare practices and healthcare outcomes.				
5.	Analyze current and emerging technologies and develop strategies to support safe practice environments and reduce risk while optimizing patient safety, cost-effectiveness and health outcomes.				
6.	Employ collaborative strategies and leadership skills with intra-professional and interprofessional teams in the design, coordination, and evaluation of patient-centered care.				
7.	Using culturally sensitive approaches, conducts a comprehensive and systematic assessment of health and illness parameters in a complex situation.				
8.	Synthesize concepts including ecological, global and social determinants of health, principles of genetics and genomics, and epidemiologic data to design, deliver and evaluate culturally relevant clinical interventions and strategies.				

Student Name _____

Student Practicum Performance Evaluation Nursing Education Concentration Only

Date _____

Preceptor Name _____

Please use the following key and check the box that reflects the level of competency of the student on the following objectives: **Key:**

4=Independent; 3=Prompted; 2=Dependent; 1= Not Attempted

No.	Outcome	(4) Independent	(3) Prompted	(2) Dependent	(1) Not Attempted
1.	Integrate theory, evidence, clinical judgment, research and inter-professional perspectives using translational processes to improve practice and associated health outcomes for patients.				
2.	Synthesize nursing science with knowledge from ethics, biophysical, psychosocial, analytical, public health and organizational sciences to design advanced nursing care for diverse populations.				
3.	Operationalize safe, quality health care services, applying leadership skills and ethical decision-making in the provision of culturally-responsive high quality nursing care.				
4.	Analyze the impact of health policies on the structure and financing of health care, healthcare practices and healthcare outcomes.				
5.	Analyze current and emerging technologies and develop strategies to support safe practice environments and reduce risk while optimizing patient safety, cost-effectiveness and health outcomes.				
6.	Employ collaborative strategies and leadership skills with intra-professional and interprofessional teams in the design, coordination, and evaluation of patient-centered care.				
7.	Using culturally sensitive approaches, conducts a comprehensive and systematic assessment of health and illness parameters in a complex situation.				
8.	Synthesize concepts including ecological, global and social determinants of health, principles of genetics and genomics, and epidemiologic data to design, deliver and evaluate culturally relevant clinical interventions and strategies.				

Student Name _____

Student Practicum Performance Evaluation Nursing Administration Concentration Only

Date _____

Preceptor Name _____

Please use the following key and check the box that reflects the level of competency of the student on the following objectives: **Key:**

4=Independent; 3=Prompted; 2=Dependent; 1= Not Attempted

No.	Outcome	(4) Independent	(3) Prompted	(2) Dependent	(1) Not Attempted
1.	Integrate theory, evidence, clinical judgment, research and inter-professional perspectives using translational processes to improve practice and associated health outcomes for patients.				
2.	Synthesize nursing science with knowledge from ethics, biophysical, psychosocial, analytical, public health and organizational sciences to design advanced nursing care for diverse populations.				
3.	Operationalize safe, quality health care services, applying leadership skills and ethical decision-making in the provision of culturally-responsive high quality nursing care.				
4.	Analyze the impact of health policies on the structure and financing of health care, healthcare practices and healthcare outcomes.				
5.	Analyze current and emerging technologies and develop strategies to support safe practice environments and reduce risk while optimizing patient safety, cost-effectiveness and health outcomes.				
6.	Employ collaborative strategies and leadership skills with intra-professional and interprofessional teams in the design, coordination, and evaluation of patient-centered care.				
7.	Using culturally sensitive approaches, conducts a comprehensive and systematic assessment of health and illness parameters in a complex situation.				
8.	Synthesize concepts including ecological, global and social determinants of health, principles of genetics and genomics, and epidemiologic data to design, deliver and evaluate culturally relevant clinical interventions and strategies.				

West Virginia Wesleyan College MSN
Faculty Evaluation of Clinical Site

Date;

Evaluation Completed by:

Site/Location:

Directions:

Office Manager:

Phone:

Fax:

Preceptor:

Fax

Phone

Characteristics of Patients Served

Learning experiences available at the site:

General Comments:

1. List ways agency provides a good experience for students:
2. List ways agency needs improvement to provide optimal experience
3. Do you recommend this agency for other students? Why or Why not?
4. Would you recommend using this preceptor in the future? Why or why not?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Adequate time to see clients & report to preceptor						
Sufficient number of clients to meet student learning objectives						
Types of clients are varied by age, problems						
Setting offers a variety of learning experiences						
Student and preceptor review cts and select based on student needs and objectives						
Student has opportunity to follow-up with clients						
Support staff are helpful to students and accepting of student role						
Philosophy of the site is consistent with program philosophy						
Professional reference materials available for student use at site						
Lab, x-ray, special procedure reports available to student						
Student able to do EMR at site						
Preceptor welcoming and supportive of student at site						