FM Nursing
Preceptor Orientation

Spring 2016
THANK YOU!!

• Thank you for being a preceptor for an FMCC student. Your time and expertise will greatly benefit the student as he/she makes the scary transition from being a student to being a graduate nurse.

• The purpose of this powerpoint presentation is to discuss your role as a preceptor and answer questions about your responsibilities.
FM Nursing Program’s Student Learning Outcomes

• At the completion of the program, the graduate will be able to:
  • Apply concepts from the humanities, arts, and sciences to the art and science of nursing
  • Utilize critical thinking through the problem solving approach of the nursing process to deliver safe and effective care to individuals, families, and communities
  • Utilize therapeutic communication skills in maintaining relationships with individuals, families, and paraprofessionals
  • Be a technically competent entry-level practitioner
  • Demonstrate moral, ethical, and legal principles of professionalism
  • Function as a beginning level practitioner on an interdisciplinary team to deliver health care to individuals, families, and communities
Preceptorship is a capstone experience which helps the student put the finishing touches on many of the student learning outcomes.
Nursing Program’s Conceptual Framework

• Based on the Theory of Nursing Knowledge and Nursing Practice. This theory places an emphasis on:

• The individual’s accountability and responsibility to participate in the attainment of nursing knowledge. In addition,

• The individual must develop his/her own nursing practice based on that knowledge which is supported by research evidence.

• Learning is enhanced by student/faculty collaboration which is characterized by active student involvement and by faculty who facilitate the learning process.

• Nursing education provides a foundation of theoretical knowledge and technical skills which are common to the practice of nursing.

• The faculty facilitation enables the students to become competent beginning practitioners who use effective critical thinking and demonstrate caring behavior.
• The Theory of Nursing Knowledge and Nursing Practice recognizes that nursing is a science and an art, which includes logic and intuitiveness. A mathematical formula is used to explain the relationship between the elements (Van Sell, 2002).

• **Nursing Foundation (NF):** is the combination of knowledge from sciences and humanities.

• **Methodology (M):** is a method for problem solving, critical thinking, and utilization of the nursing process.

• **Nursing Essence (NE):** include the core concepts and standards identified by the faculty, regulatory agencies and professional organizations of nursing such as the National League of Nursing as essential to the foundation to practice the art and science of nursing.

• **Disciplined Inquiry (DI):** is the investigation and practical application of evidence based nursing practice at the appropriate level for the Associate Degree Nurse.

• **Nursing Knowledge (NK):** is the understanding of nursing as a science and an art. Nursing Knowledge is the result of integrating Nursing Foundation, Methodology, Nursing Essence and Disciplined Inquiry. Nursing Knowledge (NK) may be expressed, $NF + M + NE + DI = NK$.

• **Individual Being (IB):** is the individual nurse's integration and synthesis through cognitive, affective, psychomotor, and spiritual domains of self.

• The depth and breadth of **Nursing Practice (NP):** is determined by the individual nurse's (IB) integration and synthesis times Nursing Knowledge (NK) and may be expressed as, $(NK)(IB) = (NP)$. 
So What Does Preceptorship Have to Do With the Conceptual Framework?

Nursing Foundations + Methodology + Nursing Essence + Disciplined Inquiry = Nursing Knowledge

Nursing Knowledge x Individual Being = Nursing Practice

Preceptorship has an direct impact on a majority of the components
Preceptorship is.....

• A clinical experience designed to provide a transition from the student to graduate nurse role.

• For this 40 hour experience, the student will be assigned to an experienced registered nurse (preceptor) at a hospital or agency.

• The preceptor will provide experiences that will enable the student to function as a beginning-level practitioner.
Preceptorship Outcomes

- To aid in the transition from student to a practicing registered nurse.
- To expand knowledge by fostering integration of theoretical principles with clinical practice.
- To provide a work-like experience that will lessen “reality-shock” upon graduation.
- To provide more time to apply basic nursing skills.
- To enable students to gain in self-confidence through the enhancement of clinical skills.
Preceptor’s Role/Responsibilities

- Act as a role-model.
- Work in collaboration with the preceptorship coordinator.
- Sign the student’s time sheet log each day.
- Orient student to unit, procedures, documentation.
- Assign clients that would be cared for by a beginning-level practitioner.
- Guide student in developing a plan of care.
- Supervise the student in applying clinical skills.
- Assist student in delivery of care while encouraging progressive independence of actions throughout the preceptor experience.
- Provide verbal feedback regarding the student’s nursing care delivered throughout the shift.
- Modify assignments to meet student’s needs.
- Guide student in communicating pertinent data to the healthcare team.
Faculty’s Role/Responsibilities

• Arrange for preceptorship experiences with the clinical facility.
• Conduct student preceptorship orientation.
• Evaluate student’s specific individual objectives that he/she plans to meet during the preceptor experience.
• Communicate to preceptor his/her role expectations.
• Provide clinical facility with student health information, CPR and contact information as needed.
• The preceptorship coordinator, Bob Warner, is available by telephone or email to answer any questions or clarify information. Phone: (518) 736-3622 ext. 8908  Email address: rwarner@fmcc.edu
• The preceptorship coordinator will be available at the preceptorship site on a regular, and as needed, basis.
Student’s Role/Responsibilities

• Identify own learning needs in a student journal

• Identify specific clinical skills necessary to reach competency. (Bring skills checklist to experience)

• Write a minimum of four **specific** individual objectives he/she plans to meet during the preceptor experience.

• Meet with the preceptor to share objectives. A copy of the student’s objectives should be given to each preceptor.

• Complete a daily journal that includes personal responses to the learning experiences

• Report promptly to the preceptor at the designated time/shift. The 40 hours will be scheduled for “full shifts” of 8-12 hours. (Meal breaks are not counted towards the total hours.)
Student’s Role/Responsibilities (cont.)

• The student will follow the Nursing Program’s uniform policy during preceptorship.

• The student will keep a time sheet log which is signed each day by the preceptor.

• Attend shift report with preceptor.

• Discuss assignment with preceptor.

• Assume responsibility for planning, implementing, and evaluating the care of clients under the supervision/guidance of the preceptor.

• Participate actively with preceptor throughout shift. (Include communication with all agency personnel)

• Will seek guidance and feedback from preceptor.

• Act on constructive criticism by modifying care plan as directed.
Students Can Do or Cannot Do

Under the supervision of an experienced Registered Nurse the student can perform nursing skills related to entry level nursing positions.

The following limitations will be placed on performance:

- The students will not be allowed to administer, under any circumstances:
  - Chemotherapy
  - Experimental drugs
  - Drug therapy during emergency cardiopulmonary resuscitation

- Students must be directly supervised:
  - In the preparation of all oral and parenteral medications, including intravenous fluids
  - In the administration of all oral controlled substances
  - In the administration of all parenteral medications (including controlled substances, intramuscular, subcutaneous, intradermal, intravenous medications/fluids (peripheral IV push medications, piggy back medications, saline or heparin well medications, blood and blood by products, intravenous fluid replacements, central line administrations)
  - In the performance of peritoneal dialysis
  - In performing central line dressing changes, cap changes, or flushes
Frequently Asked Questions

• Is the student working under “my” license?
  – The NYS Nurse Practice Act permits nursing students to perform nursing functions. The student is responsible for his/her own actions and does NOT work under your license. The Nursing program retains student liability coverage. The preceptor is responsible for supervising the student accordingly. The student is enrolled in their last Nursing course. Feel free to ask the student, “Have you observed, practiced, performed this skill before?” Usually, there is less supervision of tasks and more supervision of decision making/prioritization.

• What if the student does not like something that I do?
  – Usually, the student is busy meeting his/her own objectives. Most of the time, there is more than 1 way to reach the same outcome. Discuss the reasoning behind your actions. It will allow the student to see things from a different perspective. This promotes critical thinking.

• Do I evaluate the student?
  – You provide daily feedback along with your overall summary at the end. The faculty is responsible for formally evaluating the student.
When Working with Students, Keep in Mind

- Learners need to know: why...what...how
- Self concept of learner: autonomous, self-directed
- Prior experiences of learner: resource, mental models
- Readiness to learn: life-related, developmental task
- Orientation to learning: problem centered, contextual
- Motivation to learn: intrinsic value, personal pay-off

Adult Learning Principles (Knowles)
Nurses Need To Possess Skills In These Areas

• Patient-Centered Care
  – Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

• Teamwork & Collaboration
  – Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

• Evidence Based Practice
  – Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care

• Quality Improvement
  – Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

• Safety
  – Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

• Informatics
  – Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Quality & Safety Education for Nurses (QSEN) Competencies
http://qsen.org/competencies/pre-licensure-ksas/
Five Minute Preceptor Strategy

- Get the student to take a stand
- Probe for supporting evidence
- Teach general rules
- Reinforce the positive
- Correct errors or misinterpretations
Five Minute Preceptor example

• Get the student to take a stand
  – Preceptor: Tell me what’s happening with your patient.
  – Student: Mr. Jones has CHF. This morning he refused to take his Lasix. I think I should call the hospitalist.

• Probe for supporting evidence
  – Preceptor: Tell me more about why you’ve made the decision to call the hospitalist.
  – Student: Well. If Mr. Jones doesn’t take his Lasix, his CHF will get worse and we will have to call a rapid response.
  – Preceptor: When Mr. Jones refused his medication, did he say anything else?
  – Student: Yes, he did. He said he is just too tired and gets very short of breath getting up to the bathroom so much. But, he needs his Lasix!
Five Minute Preceptor example (cont.)

• **Teach general rules**
  - Preceptor: When someone is tired and has dyspnea, it is understandable that they want to conserve their energy. Sometimes, we need to look at the situation from another angle.
  - Student: Mr. Jones has CHF and he’s refused his med. I’m not seeing “another angle”.
  - Preceptor: Is there another place where Mr. Jones can urinate bedsides the bathroom?
  - Student: He won’t use a urinal as he was embarrassed when it spilled in the bed. I could ask the nursing assistant to put a commode next to his bed!

• **Reinforce the positive**
  - Preceptor: You recognized the importance that Mr. Jones’ diuretic plays in his continued recovery. You knew that without the medicine his condition could rapidly deteriorate.

• **Correct errors or misinterpretations**
  - Preceptor: It would not have been wrong to notify the hospitalist. However, what I’ve learned from similar situations, is to ask myself if I’m overlooking something. I understand that Mr. Jones may reluctant to use the commode. But, he will conserve some energy and not have to worry about the urinal spilling. If Mr. Jones still refuses his Lasix after you have tried all of the things we can do independently as nurses, then it will be time to call the hospitalist.
So What Do I Do If….

<table>
<thead>
<tr>
<th>Student Reaction</th>
<th>Preceptor Response</th>
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<tbody>
<tr>
<td>Becomes defensive</td>
<td>Remain calm and objective</td>
</tr>
<tr>
<td>Denies actions or non-actions</td>
<td>Review behavior and the expectations</td>
</tr>
<tr>
<td>Recognizes need for change</td>
<td>Support and encouragement</td>
</tr>
<tr>
<td>Feels overwhelmed or threatened</td>
<td>Summarize areas of concern</td>
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</tbody>
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If you have any concerns about the student, such as but not limited to, unprofessional behavior, lack of motivation, please contact the faculty ASAP!
Fulton-Montgomery Community College  
Student Feedback of Preceptor

Student: ___________________________________ Date: _____________________________

Preceptor Name/Agency/Unit _____________________________________________________

INSTRUCTIONS: Please complete the evaluation form by circling the appropriate numbers related to how you experienced your preceptor and by writing any additional comments.

<table>
<thead>
<tr>
<th></th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Agree</th>
<th>4 = Strongly Agree</th>
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<tbody>
<tr>
<td>Is available and responsive to the student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Serves as an effective role model as a teacher, mentor, and registered nurse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Demonstrates strong interpersonal skills with other members of the health team</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Facilitates student’s identified objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Encourages student to assume responsibility and accountability throughout the preceptorship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Provides feedback, when questions or situation arise, which is timely and appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Demonstrates critical thinking behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Assists student in decision making process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Suggests and provides additional learning experiences, when appropriate, to meet student’s needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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Additional Comments:
Required Forms and Additional Resource

• For Preceptor:
  – Preceptor Background Information and Preceptor Orientation Confirmation
  – Preceptorship Feedback form

• For Student:
  – Daily Journal
  – Nursing Preceptorship Time Sheet Log...student will ask you to sign this
  – Student’s specific individual objectives...student should provide you with a copy
    for you to review
  – Clinical skills checklist...This will give you an idea of what skills the student
    has already done. If you observe the student correctly performing a skill, you may
date/initial the skill on the checklist.

Additional Resource: Nursing Program Handbook

Final Note

• Please complete and return the Preceptor Background Information and Preceptor Orientation Confirmation form to Bob Warner as soon as you possible.

• Place the following code on the above form **P0516**

  Fax 518-762-4035  Email  rwarner@fmcc.edu

• *Thank you again for being a preceptor for an FMCC student.*