



Nicole Wertheim College of Nursing & Health Sciences
FLORIDA INTERNATIONAL UNIVERSITY

Florida International University

Nicole Wertheim College of Nursing and Health Sciences

Clinical Preceptor

Manual



Welcome

Thank you for your service to Florida International University's Nicole Wertheim College of Nursing and Health Sciences (NWCNHS). The purpose of this manual is to provide you with information about our program, the clinical experience goals, expected practicum behaviors of students and the criteria upon which their performance is to be evaluated by you and the supervising clinical faculty member. As a clinical preceptor, you are critical to our students' achievements in clinical practice and their academic success. We, the NWCNHS faculty and staff greatly appreciate and applaud your willingness to contribute towards the development of the next generation of healthcare providers through the sharing of your clinical expertise and knowledge with our BSN students. As your clinical partners in education, we are committed to ensure that our students are adequately equipped with the knowledge and skills to contribute to your practice; while they are learning how to apply the acquired evidence-based knowledge and skills in the delivery of safe, high quality health care with you. Our goal is to work in a partnership with you to develop the best possible clinical practicum experience for our BSN students. In addition, we would like to reinforce our desire to communicate with you and encourage you to contact us directly with any questions or concerns you may have. We are also open to discuss any ideas you might have in order to enhance partnership and delivery of clinical education excellence. If you have any questions at any time, please do not hesitate to contact the course faculty, lead faculty on the course, or Clinical Director. Contact information can be found on the course syllabus.



Mission

The mission of the Nicole Wertheim College of Nursing & Health Sciences (NWCNHS) Nursing Unit is to teach, conduct research, and serve the community. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment. The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research.

Vision

The vision of the NWCNHS Nursing Unit is to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations.

Goals

The goals of the NWCNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.



BSN Program Purposes

The BSN program prepares graduates to practice in increasingly complex and technological health care systems. The purposes of the BSN program are to prepare the graduate to:

- Function as a professional nurse generalist.
- Function as an accountable and responsible citizen.
- Participate in evidence-based health care delivery, research, education, leadership, and consultation services in the local, regional, national, and global community.
- Recognize and respond to the need for continuing professional development.

BSN Program Objectives - The BSN program's purposes are achieved through program objectives. The objectives of the BSN program are to prepare the graduate to:

- Synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health-illness continuum throughout the life span.
- Utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment.
- Synthesize and apply evidence and research findings from nursing and from other disciplines to improve or change nursing practice.
- Use appropriate and current technology and skills in the delivery of safe and effective patient care.
- Function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.
- Collaborate and communicate with members of the health care team in the delivery of individualized, cost-effective and ethical health care services.
- Demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact the role and practice of the professional nurse.
- Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings.



Selection of Clinical Facilities and Clinical Preceptors

- Educational background, professional competencies and experience of the preceptor
- Active status of the preceptor's professional licensure
- Is the philosophy of the facility supportive of baccalaureate education
- Do the types of clients provide opportunities for learning of specified objectives
- Is the standard of care within the facility reflective of statutory and accrediting requirements
- Is the chief administrator supportive of baccalaureate nursing education
- Are nursing staff in units selected for clinical learning experiences appropriate role models for baccalaureate students
- Does the presence of other students influence or detract meeting the specific clinical objectives
- Are all contractual terms mutually acceptable to both the University and the cooperating facility
- Is feedback from faculty and students previously assigned to facility favorable
- Is the facility location reasonable in terms of travel in distance to and from the Nursing Program

Purpose of Clinical Experiences

Clinical and practicum environments are educational environments for nursing students. While students are expected to apply the knowledge, practice the skills, and demonstrate professional attitudes consistent with professional nursing practice, the clinical or practicum experience is a learning or “practice” experience for students not a “performance” experience. Clinical and practicum experiences provide the opportunity for students to:

- Apply the theoretical concepts learned in the classroom.
- Practice skills learned in the nursing laboratory in a variety of clinical or practicum situations



- Demonstrate skills that cannot be fully experienced in the nursing laboratory.
- Practice communication skills with clients, their families, colleagues, and other health professionals.
- Increase problem-solving and clinical decision-making skills.
- Practice clinical organization and time management skills, including determining clinical priorities for individual and multiple clients.
- Socialize professionally to the nursing environments of acute care facilities and community practice settings.
- Socialize to the profession during observational and professional activities.

Clinical Attendance and Expectations

- Students will be socialized into professional nursing by progressive assignments
- Students must complete 168 hours with their assigned preceptor
- Students will work out a schedule with the preceptor that is agreeable to both parties
- Students cannot switch preceptors without the instructor's prior approval. If the preceptor calls out for the shift, the student cannot work that shift with someone else. Students are allowed to participate in other experiences with other hospital staff (code, cardiac cath. lab, radiology testing, etc.) ONLY during a scheduled shift with their assigned preceptor. Students completing hours with non-assigned preceptors without explicit prior permission by the faculty could result in failure of the course
- If students will not attend a scheduled clinical day because of an illness or emergency, they must notify their preceptor and faculty prior to the start of the scheduled shift. Failure to notify preceptor and faculty will result in the loss of a full letter FINAL grade (ie: final grade A to B, final grade B to C, etc)
- Partial shifts are not acceptable for this course unless prior approval is obtained from faculty for special circumstances (convenience is not a special circumstance). Full shifts are an important component of this course to prepare students for the full responsibility of nursing
- Lunch is not included in clinical hour totals for students
- Students must provide the faculty instructor with preceptor contact information with the "Preceptor/Student Information" sheet immediately after the start of clinical



- Students must provide the faculty instructor an updated calendar detailing the scheduled shifts planned in collaboration with the preceptor prior to the scheduled clinical days. Calendar with intended work days must be provided by the student to both preceptor and faculty instructor. It is the student's responsibility to inform both preceptor and faculty instructor of any scheduling changes and reflect it in the calendar (professional responsibility)
- Students must provide, to the preceptor, at the onset of clinical the following:
 - Clinical evaluation tool
 - Copy of the syllabus
 - Preclinical reflection
- Students must document their skills TracPrac to document any skills achieved during the preceptorship. The skills will be signed of by the clinical faculty
- Students are expected to adhere to the NWCNHS uniform policy at all times in the clinical settings
- Students are expected to arrive at the clinical setting with all resources needed to be successful in the clinical setting
- Students CANNOT push any medications intravenously other than saline. Students cannot take orders, manipulate dialysis equipment, witness consents, hang blood, or care for special respiratory isolation patients unless they pass fit testing for the masks available at the clinical site. In addition, students must follow hospital policy on student procedures
- All student charting entries must be co-signed by the supervising RN preceptor
- Students are forbidden to take photographs while in clinical settings. This policy includes all cameras and cellular phones
- Students may not practice on any unit where a family member or close friend is a patient. If this situation arises, the student must inform the preceptor, and arrangements will be made for a clinical experience on another unit
- The Pertinent Policies are located at the following links:
<https://cnhs.fiu.edu/resources/students/clinical-fieldwork/index.html>
<https://cnhs.fiu.edu/assets/docs/resources/undergrad-bsn-student-handbook.pdf>
- Clinical agencies also have the right to refuse the placement of a student who is inappropriately attired or who exhibits inappropriate behavior. Male and female students



are to wear (except in psychosocial nursing): navy blue scrub top; navy blue scrub pants; regulation white uniform shoes (which are to be kept polished) or all white, all leather athletic shoes with no ventilation holes. A plain white or navy long sleeve cotton undershirt may be worn under the navy scrub top. All students are to purchase a white lab coat with NWCNHS uniform patch to left sleeve to be worn whenever representing the Nicole Wertheim College of Nursing and Health Sciences in community settings. Permissible jewelry includes only a sweep-second hand watch and an engagement ring and/or wedding band; students with pierced ears may wear a single pair of gold, silver, blue, or white stud earrings (no hoops or dangles). Other body piercing that can be seen while in uniform is not permitted (i.e., eyebrow, lip, nose, ear pinna, etc.). Visible tattoos are not permitted. Meticulous personal hygiene is mandatory. Hair must be neat and above the uniform collar; long hair must be pinned up. Hair must be a "natural" color. Fingernails must be short (no longer than 3 mm length); only clear, unchipped nail polish is acceptable. For infection control purposes, artificial nails (any materials added to the natural nails to strengthen and/or lengthen the wearer's own nails) are not permitted. Nail piercing, and nail jewelry are not permitted. Makeup should be minimal. Colognes, perfumes, and after-shave lotions are not permitted.

Documentation of Clinical Encounter

- The student will present their log to their preceptor at the end of each shift and document hours attended example: 7:00 am – 7:30 pm = 12 hours
- The student will enter into TracPrac the skills performed with preceptor
- Evaluation will be completed at midterm and final

Clinical Progression

The First Day

- The student will present and discuss with the preceptor the clinical evaluation tool, a copy of the syllabus, and preclinical reflection.
- The preceptor and student will discuss specific clinical objectives for the semester referenced in the reflection and add pertinent others
- The first day will consist of mostly student observation of the preceptor and socialization to the clinical setting from the preceptor including charting, unit lay out, common patient



diagnoses/treatments/medications, and usual organization of the day. Assign student to assess and perform basic treatments with the preceptor's supervision.

The First Week

- Students should be assigned to patients who have common diagnoses/treatments for the unit. All patient care is given under the supervision of the preceptor.
- Patient assignments should be limited to one – two patients this should increase throughout the semester to a full patient assignment (as appropriate)
- The preceptor will make an assessment of the student's current ability to manage time while assessing, providing, prioritizing and evaluating care

Overall Priorities

- Transitioning to “think like a nurse” (O'Connor, 2015)
 - Prioritizing – What is highest priority in this situation; assist in anticipating and reorganizing
 - Diagnostic reasoning – Share your thought processes by “thinking out loud”
 - Problem solving and decision making – Promote specific plan
 - Managing time – Learn to adjust with unanticipated changes
- Each day should begin with a short discussion of the objectives for the day
- Each day should end with a debriefing of an appropriate length and review the planned objectives
- Encourage repetition to master concepts
- Transfer of learning by connecting experiences
- Work together on documentation of patient care
- Model professional role
- Communicate tips of your practice

Evaluation

- Continuous feedback is important (praise in public - correct in private)
- Formal evaluation is completed at midterm and final
- Communicate any concerns to the clinical faculty. Contact numbers/emails in syllabus.



Dear Preceptor,

In appreciation of all the work you do to facilitate the learning process of our students after 300 hours of service to CNHS students in the role of a preceptor for Undergraduate Nursing, you as a preceptor will be eligible to receive a Certificate of Participation. The 300 hours may be a combined total from several students but each student must have spent at least 100 hours under your supervision within one semester. The Certificate of Participation can be used to exempt the tuition fees for up to six hours during one term of instruction. This includes credit courses offered through continuing education programs at any State University. As the holder of the Certificate, you will be required to pay all current fees applicable at the time of registration except tuition fees and comply with all applicable statutes and policies of the State of Florida and its agencies regarding admission and registration. The Certificate of Participation is not transferable and must be used prior to the expiration date, which is 36 months from the date of your volunteer service.

When you wish to redeem your service for credit in the Florida University System, you should contact the Director of Clinical Education at Florida International University's Nicole Wertheim College of Nursing and Health Sciences for processing of your certificate. You will need to produce your certificates showing hours served and complete a short application. Clinical Education will process the certificate of participation through the Dean's office and facilitate the delivery of the certificate.

Sincerely,

A handwritten signature in black ink, reading "Luis Diaz-Paez", is shown. To the right of the signature, the text "MSN, ARNP, FNP-BC" is written in a smaller, less legible font.

Luis Diaz-Paez, MSN, ARNP, FNP-BC

Director of Clinical Education

Luis.DiazPaez@Fiu.edu



BSN Clinical Preceptor Guidelines

General Guidelines

- A mechanism will be established so ensure communication between the student, supervising faculty member, and the preceptor. The supervising faculty member will determine how communication will be handled.
- During the first day of the experience, the student will receive an orientation by the preceptor. The student will meet with the preceptor to establish a working relationship and develop a plan for meeting learning objectives. Students will be given general information about the facility as well as policies and procedures to follow if, for example, the preceptor is absent.
- Student progress will be monitored by supervising faculty member through periodic conferences, discussions, and/or clinical logs.
- Daily assignments will be based on the scope of student knowledge and skills. Student evaluation will be accomplished through chart reviews, observations of clinical practice, conferences and written evaluation forms. Evaluations will be conducted midway through and at the end to the experience.

Agreement

The following is the agreement for undergraduate clinical preceptor experience. This protocol describes established agreements for a precepted experience between the nursing unit, the facility, the supervising faculty, the preceptor, and the student.

The nursing unit (at the university) agrees to:

- Offer an approved program of study for undergraduate students which is in accordance with accepted regulatory standards.
- Insure that the student has successfully completed all academic requirements preceding his/her enrollment in the course.
- Document that the student has completed all facility requirements prior to entrance into clinical areas (e.g., immunizations, CPR certification, screening tests, etc)
- Be responsible for planning with the facility administration and preceptors for experiences which will facilitate meeting the learning needs of the student.



The clinical facility agrees to:

- Allow students to develop their own learning objectives for the experience in collaboration with the supervising faculty member and the preceptor(s).
- Allow students to independently and/or collaboratively apply the nursing process skills of assessing, diagnosing, planning, implementing, and evaluating in assisting groups of patients/clients who are experiencing physiological and psychosocial stressors.
- Allow students opportunities to assume leadership roles as a learning experience within designated practice settings.
- Select preceptors who:
 - Are licensed as registered nurses in the State of Florida.
 - Have a minimum of a baccalaureate degree or additional education in the expanded role.
 - Are willing to serve as a preceptor.
 - Have a committed belief in the expanded role of the professional nurse.
 - Exhibit expertise in the field of preparation.
 - Are willing to allow the student to pursue individual learning objectives within the parameters of the facility.
 - Are willing to make student assignments with careful attention given to the scope of the student's knowledge and skills.
 - Are willing to communicate with the supervising faculty member for evaluation purposes.
 - Are willing to complete a written evaluation of the student on the supplied form.

The supervising faculty member agrees to:

- Require the student to write personal learning objectives for the experience. These learning objectives must be approved by the supervising faculty member and the preceptor.
- Assist students in refining and revising learning objectives prior to experience.
- Establish a mechanism for maintaining contact with the student and preceptor.
- Establish a schedule for on-site visits and/or discussions with the student and preceptor.
- Establish a schedule for faculty-student seminars during the experience.

The preceptor agrees to:

- Review written objectives (pre-reflection) from the student prior to allowing the student to begin the experience.



- Provide opportunities for the student to pursue individual learning objectives within the parameters of the facility and in accordance with the preceptor's nursing role.
- Assume responsibility for making the student's assignments based on the student's learning objectives and the scope of the student's knowledge and skills.
- Allow the student to independently and/or collaboratively apply the nursing process skills of assessing, diagnosing, planning, implementing, and evaluating in assisting a group of patients/clients who are experiencing physiological and psychosocial stressors.
- Allow the student the opportunity to assume a leadership role as a learning experience within the designated practice setting.
- Serve as a resource person, consultant and supervisor for the student's experience.
- Assist the supervising faculty member (through periodic conferences with the faculty member and student) in evaluating the student based on established evaluation criteria.

The student agrees to:

- Carry health insurance (major medical) and to assume the cost of any health care not covered by insurance.
- Complete all facility requirements prior to entrance into the clinical area (e.g., immunizations, CPR certification, screening tests, etc.).
- Develop and revise, as necessary, written learning individualized learning objectives for the experience in collaboration with the supervising faculty member and the preceptor.
- Negotiate with the preceptor for learning experiences that will assist in the development of professional competencies.
- Supply the preceptor with a copy of the clinical evaluation form and return the completed form to the supervising faculty member at the end of the experience.
- Develop, complete, and submit a clinical project/paper/presentation according to established course guidelines.
- Function within the parameters of the expectations of the facility and staff (e.g., arrangements when ill, coffee breaks, meals, punctuality, etc.)
- Inform the preceptor and supervising faculty member (and facility, if appropriate) if unable to report as scheduled.
- Inform the supervising faculty member if the assigned preceptor is not available and alternative arrangements have not been made.
- Complete a self-evaluation (post-reflection) that includes input from the preceptor and supervising faculty member.



FLORIDA INTERNATIONAL UNIVERSITY

NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES

STUDENT EVALUATION OF CLINICAL PRECEPTOR

Preceptor Name _____ Date _____

Course Name and Number _____

My Preceptor:

	Never			Always		
1. Communicated assignments clearly.	1	2	3	4	5	NA
2. Provided opportunities for me to meet my learning objectives.	1	2	3	4	5	NA
3. Stimulated me to think critically.	1	2	3	4	5	NA
4. Served as a role model of clinical excellence.	1	2	3	4	5	NA
5. Served as a role model for professional performance.	1	2	3	4	5	NA
6. Served as a role model for the nursing roles of						
a. Direct care provider	1	2	3	4	5	NA
b. Teacher/learner	1	2	3	4	5	NA
c. Research consumer	1	2	3	4	5	NA
d. Leader	1	2	3	4	5	NA
e. Change agent	1	2	3	4	5	NA
f. Colleague/collaborator	1	2	3	4	5	NA
g. Advocate	1	2	3	4	5	NA
7. Provided opportunities for me to demonstrate the nursing roles of						
a. Direct care provider	1	2	3	4	5	NA
b. Teacher/learner	1	2	3	4	5	NA
c. Research consumer	1	2	3	4	5	NA
d. Leader	1	2	3	4	5	NA
e. Change agent	1	2	3	4	5	NA
f. Colleague/collaborator	1	2	3	4	5	NA
g. Advocate	1	2	3	4	5	NA

COMMENTS:



Preceptor Survey

Please assist us to evaluate and improve the Preceptor Model that you participated in at your facility this semester.

- 1) The following additional information would have been helpful at the preceptor workshop at the beginning of the semester:

- 2) My student came prepared for senior practicum:

	YES	NO
Skills Check List		
Evaluation Tool		
Pre- reflection		
Course Syllabus		

Other (Please Explain)

- 3) The following were most important to the success of the preceptor experience:

Student's:	YES	NO
Communication Skills		
Motivation to Learn		
Organizational Skills		
Knowledge		
Clinical Skills		
Use of Nursing Process		
Use of Evidence Based Practice		

Other (Please Explain)

- 4) Faculty supervision and support was: (circle your response)

Appropriate amount
Not enough
Too much



- 5) If you have previously precepted nursing students, describe the major difference in this preceptor experience.

- 6) Is the student you precepted appropriately prepared if a job was offered at your facility?
What additional preparation would assist in the transition to employee?

- 7) Would you recommend your student for hire at your facility?

Would you recommend your student for hire on your unit?

- 8) Will you be willing to precept a student using the Preceptor Model again in the future?

- 9) Please describe anything that would improve the experience.

- 10) In order for us to evaluate and modify our curriculum as appropriate:
 - a. What were the major strengths of your student at the beginning of the experience

 - b. What were the major weaknesses of your student at the beginning of the experience?

Thank you for your feedback.

Name _____ (optional)