



Nursing Preceptor Continuing Education Module

Registration Information (return with post-test & evaluation)

Name:

License number:

Address:

Phone number:

Email: (only for use with this course):



Southwestern College

Nursing Preceptor Continuing Education Module

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Description

This nursing continuing education activity is offered to any registered nurse who has agreed to act as a preceptor for the fourth semester nursing students. It will provide information to help you assist and guide the student during the clinical experience taught in ADN 225 (Preceptor Course).

Purpose

Through a review of the preceptor process including expectation and role responsibilities, core components, a tool for improving clinical teaching skills coaching strategies and evaluating competencies this module will provide the registered nurse with the information to be successful in her/his clinical preceptor role.

Module Objectives

At the completion of this activity, the participant will be able to:

1. Describe the roles of the student, preceptor and faculty in the clinical preceptorship experience.
2. List five categories an RN must achieve to meet the standard to assume the Preceptor role
3. Describe the topics covered in the building students abilities section.
4. Describe coaching strategies that can be applied to help students achieve in the preceptorship.
5. List the five steps in the One-Minute Preceptor tool to improve clinical teaching.
6. Explain how each step assists in student learning
7. Explain the process for evaluation of student clinical performance.

How to obtain contact hours

Once the agreement to become a preceptor for a Southwestern College student has been signed you can complete this self-study module. Completion of this module and the accompanying test with a score of 70% will award the participant 5 contact hours of continuing education. Provider approved by the California Board of Registered Nursing, Provider Number 15021 for 5 contact hours.

Course Content

Introduction

The demands on nurses in the present health care system are great and continue to grow in complexity. The number of student nurses has risen rapidly in the past few years and providing preceptor experiences for these future nurses is a constant challenge. Offering to precept a student in addition to managing your own work load shows you certainly have a strong commitment to the profession of nursing. Your role as a preceptor is vital to the process of preparing student nurses to become a professional nurse. A preceptor is a staff nurse specially selected and prepared to work with a student. The preceptor is a role model, supervisor, guide and teacher.

Roles and Responsibilities

The faculty, preceptor and student each have responsibilities that are listed below:

Role of the Preceptor

1. Must complete Preceptor Information if you have not served before as a preceptor for Southwestern College student.
2. Assume responsibilities for the student assignment, gradually increasing the student's load as feasible.
3. Conduct patient rounds with the student to discuss care requirements and plans for each patient.
4. Witness IV piggyback and IV push medications given by the student or ensure that other arrangements have been made so that another RN witnesses these IV medications. Students may start IVs with the Preceptors approval.

5. Supervise nursing care given by the student and advise when appropriate.
6. Act as a resource person for the student.
7. Instruct and assist the nursing student in unfamiliar procedures and treatments.
8. Check students charting and make appropriate recommendations.
9. Communicate problems and concerns to the instructor.
10. Act as a professional role model.
11. Promote priority setting strategies and critical thinking skills.
12. Provide feedback to the student regarding strengths and weaknesses of the student's performance, identify with students ways to improve performance. Contribute to student overall performance appraisal with instructor and complete the Preceptor's Evaluation of Student Form.
13. Complete Preceptor's Evaluation of Clinical Experience Form and submits in a sealed envelope.

Role of the Student

- 1) Complete the Student Self-Evaluation form prior to the start of clinical and share with Preceptor and Instructor.
- 2) Prioritize care for at least 75% of the patients/workload assigned to the preceptor.
- 3) Write and update nursing care plans for patients as required.
- 4) Assess, plan and implement care for at least 75% of the patients normally assigned to the preceptor.
- 5) Evaluate effectiveness of nursing care for assigned patients and make appropriate changes.
- 6) Administer medications independently (IVs must be witnessed by an RN).

- 7) Perform technical skills and treatments for all patients in a safe manner.
- 8) Document effectively and accurately including graphic, intake and output, assessments, plan of care, teaching record and progress of each patient assigned, in the medical record.
- 9) Report significant data to the appropriate personnel.
- 10) Maintain a safe environment for all patients.
- 11) Seek appropriate guidance and assistance when needed.
- 12) Evaluate your experience accurately using the Clinical Site Evaluation Form and the Student Evaluation of Preceptor/ Clinical Experience form.
- 13) Meet with the preceptor and discuss their evaluation of your performance.
- 14) Assure that the Preceptor completes the Preceptor's Evaluation of Student form and the RN Preceptor Evaluation of Clinical Experience form and returns them to the instructor in a sealed envelope.
- 15) Meet the faculty for the final evaluation.
- 16) Complete the student End of Program Survey form and submit on the last class day.

Role of the Faculty

1. Introduce and orient students and the preceptor to their roles.
2. Be available to students and preceptors by pagers and/or cell phone during student's clinical hours.
3. Visit each student and/or preceptor to assess and evaluate student's progress.
4. Evaluate each student using information shared by preceptors and students in completing the clinical evaluation.
5. Complete student clinical evaluation at the end of the preceptorship.

6. Assure that the primary clinical agency for the spring semester complete the Agency evaluation of Clinical Experience form and return in sealed envelope.

Legal and Regulation Considerations

Preceptor

According to the California Board of Nursing a Preceptor must meet the stated standard in each of the following five categories.

Licensure	The RN must have an active California license.
Employment	The RN has been employed in the institution and the specific area for a minimum of one year.
Nursing Skills	The RN demonstrates nursing expertise in the delivery of care and ability to direct staff. (Recommendations made by clinical supervisors or by attainment of a specific staff level).
Attitude	The RN has expressed a desire to work with a student in the preceptor role.
Communication	The RN has demonstrated the ability to communicate effectively with patients, faculty, students, staff and physicians.

Student

The student must be enrolled in ADN 225 at Southwestern College and complete 108 hours of clinical (or enrolled in a nursing program and course and have a designated number of clinical hours to complete). Clinical can be an eight or twelve hour shift in the day or night and on any day of the week that the preceptor is working. Shifts can only be completed during the dates of the course.

Faculty

According to the California Board of Registered Nurses during the preceptorship a faculty person can supervise a maximum of 12 students in multiple facilities.

Building Students Abilities in Clinical

Your willingness to share your expertise and knowledge with a student nurse is the greatest gift you can offer them. Student success in the preceptorship is greatly enhanced by a preceptor who is able to teach, support and provide feedback. Preceptors who are well-prepared can provide learning opportunities and stimulate critical thinking to assist the student in becoming a competent practitioner in clinical. The following information is an attempt to assist you in becoming more effective in your role as a clinical preceptor.

Students as Adult Learners

Understanding the way adults learn best is part of being an effective preceptor. Six common principles of adult learners as identified by Knowles (1984) that apply to nursing students are identified below.

Adult learners:

- are autonomous and self directed
- bring with them a foundation of life experience and knowledge
- are goal orientated
- want to have a reason for learning something
- are practical
- want to be shown respect

The preceptor can best support the student by acting as a facilitator and allowing the student to feel free to provide independent patient activities that are within her/his scope of practice with limited supervision. At times the student will need to be given direct and specific instructions of the expectations. When appropriate the preceptor should use a progression of questions in an attempt to draw answers out of the student rather than providing facts. For example, asking, "What sort of nursing interventions do you anticipate for this patient now that his temperature is elevated?" Based on the student's response further questioning

can lead the student to provide the appropriate answer. Ideally the student will be able to provide an appropriate rationale for the interventions suggested.

Students learn at different speeds, so it natural for them to be anxious when faced with a new learning situation. Positive reinforcement by the preceptor in such situations shows respect for the student and thus enhances learning.

Motivating Students

Preceptors can motivate students by trying to establish an open atmosphere that shows willingness to help the student learn. Students learn best in a low to moderate stressful environment. It is obvious that this cannot be controlled in certain patient situations of high level importance and that the stress level may be high. The preceptor should recognize that if the stress is too high it may become a barrier to learning for the student.

The degree of difficulty in the student's patient assignment should be set high enough to be challenging but not so high that she/he becomes frustrated by overload. Controlled advancement of the student's patient load and acuity of patients over time can increase motivation while maintaining a safe learning environment.

It is a fact that as adults mature the motivation to learn becomes more from within, however; all students like to know how they are performing in the clinical role. Regular and specific feedback on performance can motivate students' behaviors in providing patient care. Telling a student that they did an excellent assessment of the patient's lungs is much more helpful than saying you took good care of your patient today.

Building Students Clinical Judgment Skills

Students report being unaware of the complexity of thinking and problem solving that occurs in the clinical setting. The ability to make clinical judgments is an area where students need support from an experienced nurse. Talking the student through making their own clinical decision is very helpful in teaching them to think like a nurse. As a preceptor you have a pivotal role in helping students become critical thinkers. Student nurses have novice skills and bits of knowledge that are not necessarily well connected. Gaps in skills and knowledge should be identified. Students often lack confidence to explore different alternatives to resolve patient problems.

As a preceptor you can enhance critical thinking by the following:

- Asking the student how a situation could have been handled differently.
- Asking the student about the patients care with a focus on outcomes. For example asking, “What is the most important outcome for this patient today?”
- Model critical thinking and explaining to the student your rationale for making the decisions you do. The student will benefit from your expertise in critical thinking skills.

Coaching Students in Clinical

A coach has been described as someone who assists the student with personal progress in clinical and provides a safe environment for learning. As a preceptor you are in a one-to-one relationship with the student for several weeks. Close association with an expert practitioner assists the student to improve their own performance. If you as a preceptor use coaching strategies it will help the student achieve psychomotor and cognitive skill development. Goal setting is a central activity in coaching.

The following six strategies are suggested to assist a student in advancing their psychomotor skills (Grealish, 2000).

- 1) Use performance-based goals that are observable and measurable.
- 2) Be realistic and set a goal that is within the students reach. It is important to discuss the student’s previous experience and expectations for this rotation early in the clinical placement.
- 3) Negotiate the goal with the student so you are both in agreement.
- 4) Make the goal challenging so that the student is motivated to achieve it.
- 5) Mental Rehearsal of the goal with the student will increase successful execution of new practices. For example the preceptor would verbally rehearse the steps of starting an IV to help the student to imagine the situation and possible problems or patient responses. Internally rehearsal with the imagination, by a student improves psychomotor skills.

- 6) Provide Feedback that is clear and close to the time of the performance.

Students develop personal theories of nursing by creating meaning of their own experiences. They then go on to use these personal theories for decision making. Through cognitive coaching the preceptor can help the student transform their personal theories into a professionally valid framework for practice.

The following five strategies are useful to help a student to advance their cognitive abilities in clinical.

- 1) ***Assessment***

The preceptor assesses students understanding of theory and decision making skills.

- 2) ***Incident Description***

The preceptor provides value-free descriptions of observed events to the student. This assists the student to reflect on the event and describe the most important aspects of the event.

- 3) ***Modeling***

The preceptor models thinking processes and language styles used in professional nursing. Instead of providing answers the preceptor guides the student through a critical analysis of an event. For example a preceptor might ask, "Describe what happened when you gave the injection. What was the most important reason for choosing the site in which you administered it?"

- 4) ***Recognition***

Reflection on an event by the student can lead to recognition of the value of theory learned in the classroom. In the previous example the student may recognize the importance of rotating injection sites as part of nursing theory that was previously learned. The previously learned theory has been transformed into clinical practice.

- 5) ***Insight***

Critical questioning from the preceptor helps the student realize their gaps in knowledge and challenges their personal theories. Appropriate resources for continued learning can be identified by the preceptor and may lead the student to new decisions and interventions.

One Minute Preceptor

Many challenges face the staff nurse and nursing student who are in a preceptor relationship in a busy hospital unit. One of the biggest problems is the efficient use of time. The One-Minute Preceptor is a teaching tool that is used to guide clinical preceptorship activities. The name is curious and catchy but it will actually take you slightly longer than one minute to complete this user friendly model. It will assist you to teach effectively and efficiently in about ten minutes. Much of the time will be taken up by presentation of the patient by the student. Additional time is spent questioning and clarifying the information. As a result only one minute is spent teaching, so the name One-Minute Preceptor. This model has been borrowed from family practice resident programs where it has been used for over ten years. It allows for opportunities for the learner to obtain competence and confidence by encouraging questions and providing feedback.

The five steps of the one minute preceptor are:

1. Commit
2. Support
3. Teach
4. Reinforce
5. Correct

Step 1 *Get a Commitment*

After presenting the patient information to you, the student asks you what to do. Your first task is to get the student to commit to a plan of action. Ask the student what she/he thinks about the event. This step encourages the student to process the information she/he has collected and take responsibility. The student's response will help you to assess their knowledge and learning needs.

Useful questions are:

- What do you think is going on?
- What do you think should happen next?

Step 2 *Probe for Supporting Evidence*

After the student has made a commitment, it is important to determine how the decision was made. The student will look to you to confirm if their answer was correct. It could be that the student just guessed. Ask the student what evidence supports their suggestion. It is hoped that the support for the student's decision will come from application of nursing knowledge. If you listen carefully to the

student answers you may be able to identify gaps and deficits in their knowledge base.

Some questions that will help you probe their support are:

- What were the most important findings that led you to your conclusion?
- What other options did you consider and discard?

Step 3 Teach General Rules

Offer general rules such as when this happens do this. Be brief. Focus on one important area. Think of what one point you want to leave the student with from this interaction. General rules are more easily remembered and transferable than specific facts. Every patient interaction has teaching opportunities and your goal is to target your teaching properly. If the student requires more detailed information you should suggest that they read up on the topic later.

Examples of general rules and what to do are:

- In this unit if you patient has a temperature over 100.5 you need to check the doctors orders and notify the on-call intern.
- In this unit f the patient is complaining of pain at the PICC line exit site you need to assess carefully and report to me right away.

Step 4 Reinforce What They Did Right

Comment specifically on what the student did right and describe the positive effect that it had. You did a good job of ____ and it is important because _____. Do not give general praise but be specific so that it focuses on behaviors that can be repeated. One strategy is to ask the student, what they did right, what they did not do right and how they could improve the next time.

Examples of responses to students are:

- Your decision to immediately stop the IV from running was correct.
- Your reasoning that the patient should be ambulation with more assistance is correct.
- Your concerns about the patient's safety are the same as I have observed.

Step 5 Correct Mistakes

As soon as possible after the mistake occurs, find an appropriate place to discuss with the student what went wrong and how to avoid and correct in the future. A student is likely to repeat mistakes that are not corrected.

Asking the student to how they what they would change the next time allows for self-correction which may decrease stress in correcting mistakes.

Examples of useful statements to correct errors are:

- The next time _____ happens try _____.
- In this case it would be more important to stay with the patient than run for help.
- It is important to recheck irregular vital signs taken by the assistant before calling the doctor.

An Example of Application of the One-Minute Preceptor

Preceptor: What do you think is going on?

Student: I think she has a urinary retention.

Preceptor: What led you to that conclusion?

Student: She is complaining of pain of difficulty urinating and a fullness in her lower abdomen. It felt distended when I palpated it.

Preceptor: What would you like to do for her?

Student: I would like to do a bladder scan and see if there is residual urine.

Preceptor: You did a good job of putting the history and physical exam findings together into a coherent whole. It does sound as if a urinary retention is the most likely problem. She has had it in the past. It is important to know what her urinary outcome has been for the last 24 hours and so far on this shift. I would also want to review her medications to see if any have urinary retention as a side effect. You were correct to notify me right away and your plan is on track. Let's reassess the patient together.

Summary of the One-Minute Preceptor

In order for the One-Minute Preceptor to work effectively, the preceptor must probe for a commitment and supporting evidence from the student. The preceptor must also reinforce what was done correctly and teach according to the student's needs. It is important not to lecture. Adequate feedback needs to be given. Ascertain what the learner knows about the case. No teaching should occur without determining the student's needs. Once you are familiar with the steps you can modify the order or use only certain steps as they fit the situation. The first two steps are the most effective tools in the preceptor's teaching experience. These steps determine the student's deficiencies and offer direction of how the teaching should proceed.

Module Conclusion

Hopefully the information presented in this module adds to what you already know and will help you to be a more effective preceptor. Southwestern College recognizes the vital role you play in preparing our nursing students for the real world. You can take pride in knowing that you have helped a future nurse experience professional development. Southwestern College acknowledges your participation in providing educational opportunities in the clinical setting for our students.

SWC Preceptor Course Test

1. What is the length of time a Registered Nurse must practice in a specific facility on the same unit in order to meet the regulations to become a preceptor?
 - a) Six months
 - b) One Year
 - c) Eighteen months
 - d) Three years

2. Which persons have described roles and responsibilities in the preceptor agreement?
 - a) The preceptor
 - b) The student
 - c) The faculty
 - d) All of the above

3. What is the maximum number of students a faculty member can supervise in multiple sites?
 - a) One
 - b) Six
 - c) Ten
 - d) Twelve

- 4) Which of the following is one of the principles of adult learners by Knowles?
 - a) Adults mature at different rates
 - b) Adults become more alike as they age
 - c) Adults want to have a reason for learning something

- d) Adults retain less knowledge than younger students
- 5) Which words describe the best feedback on performance to motivate students' behaviors in providing patient care?
- a) Constructive and critical
 - b) Regular and specific
 - c) Rapid
 - d) Written
- 6) As a preceptor, which of the following will best assist student critical thinking?
- a) Asking the student about the patients care with a focus on outcomes
 - b) Reviewing the patients chart with the student
 - c) Observing a student completing an assessment
 - d) Directing a student to change a dressing
- 7) Which of the following is a central activity in coaching students?
- a) Visualization
 - b) Implementation
 - c) Assessment
 - d) Goal setting
- 8) Which of the following is one of the five strategies suggested for use to assist a student in clinical to advance their cognitive abilities?
- a. Modeling
 - b. Directing
 - c. Supervising
 - d. Observing

9) What is step four in the One-Minute Preceptor model?

- a. Imagine a situation
- b. Describe a best practice
- c. Reinforce what was done right
- d. Apply an educational theory

10) Which step in the One-Minute Preceptor model provides specific reinforcement?

- a. Step 1
- b. Step 2
- c. Step 3
- d. Step 4

Please complete the evaluation on Page 18 to receive the CE's.

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Nursing Precepting Continuing Education Module - Evaluation

Name: _____ Date: _____

How much time did you spend on this course? _____

1. Name one concept that you learned in this module that you can use when working with a nursing student.

2. Name one behavior that you would NOT use when working with a nursing student.

Please rate the following:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

3. This course will help me in the future when working with student nurses. _____

4. I better understand the role of the preceptor upon completion of this course. _____

5. Comments: