

**CALIFORNIA STATE UNIVERSITY, STANISLAUS  
School of Nursing**

**PRE-LICENSURE  
NURS4830 Pre-Licensure Practicum**

**PRECEPTOR HANDBOOK**



Dear Preceptor,

Thank you for agreeing to serve as a preceptor for a CSU Stanislaus pre-licensure (PL) nursing student. Your willingness to help prepare the next generation of BSN nurses is appreciated by students, faculty, and our entire profession. We know your job as a nurse can be very difficult and there are few incentives and rewards provided for taking on extra work. So again, we thank you sincerely and hope we can find ways to make your efforts of mutual benefit.

We want the student's immersion in this clinical experience to help support their foundation of clinical skills and that with your guidance; they can transition to the role of a BSN-prepared graduate. Students in the CSU Stanislaus nursing program have worked hard to get into the PL program and equally hard to do well in the program. It is predictable that students will be a mixture of excited, hesitant, and uncertain as they begin the transition process from student to RN. Thank you for helping them through this important phase in their education.

There are many movements in health care and our nation that are attempting to bring more civility into the work place. Socializing our nurses is an important area where healthy workplace environments become essential to their performance and productivity as a nurse and also to their peace of mind as a human being. The AACN advocates for creating healthy work environments in nursing and has an assessment and other resources that may offer assistance. If you already work on a "healthy" unit, congratulations to you and your nursing colleagues!

Here are a few links that might be helpful when precepting:

- <http://pubmed.gov>  
free full-text articles at the National Library of Medicine
- <http://www.aacn.org:88/wd/hwe/content/hwehome.pcms?menu=hwe>  
AACN Healthy Work Environments
- [http://www.snhahec.org/preceptor\\_development.cfm](http://www.snhahec.org/preceptor_development.cfm)  
New Hampshire has a site with good linked resources

If you have any questions or concerns, please contact the faculty.

### Preceptor Tips

- **Be patient.** What seems like logical sense for the experienced nurse can be quite a challenge for student.
- **Keep your hands behind your back and lips sealed.** Allow the student to make the decisions as you watch, unless he/she is proceeding in an unsafe manner.
- **Make the student use their brains.** Do not be too quick to give them the answers, unless it is a life-threatening situation.
- **Use guided questioning.** Allow the student to give the rationale for an action. Talk the student through decisions and procedures but ask them, “what do you think you should do?” After they answer, ask them for the rationale. This helps them with their critical thinking ability. Even though it puts them on the spot, in the long run they will benefit.
- **Seek clinical skills they can perform based on their prior experience and current needs.** Not all students have had the opportunity to perform every nursing procedure.
- **Encourage students** to communicate patient status and needs with the physician and other health care professionals.
- **Have the student** give verbal report to the next nurse and receive report.
- **Provide plenty of verbal feedback,** both positive and negative. Most students want to be told if they have done it wrong.
- **Have fun and relax!** You have a smart senior student who is eager to help you while they are completing their final semester and transition into the role of professional nurse.
- If you have questions or concerns, PLEASE be sure to contact the faculty as early as possible so that problem solving and resolution can help the student be successful. If the faculty isn't hearing from you, the assumption is that the student is doing fine. If they are *not* doing fine, please communicate quickly!

## Welcome to the School of Nursing

The School of Nursing offers three tracks leading to a Bachelor of Science degree in Nursing: 1) the RN to BSN track, 2) the traditional Pre-licensure Nursing track, and 3) the Accelerated Second Bachelors of Scienc in Nursing (ASBSN) track. The RN to BSN track, designed to meet the needs of working registered nurses, is offered on a part-time or full-time basis on the Turlock campus. The traditional Pre-licensure track is offered on a full-time basis (six semesters) on the Turlock campus. The ASBSN track is offered on the Stockton campus. In addition, the School of Nursing offers a Masters of Science in Nursing Education, Administrative Nursing, and Gerontological Nursing.

### **Mission, Goals, Philosophy, and Student Learning Outcomes**

#### **MISSION & GOALS**

The mission of the School of Nursing at CSU Stanislaus is to improve the health and wellness of diverse populations through the advancement of nursing science, promotion of excellent clinical scholarship and practice, and the development of leadership in the healthcare environment. The School provides baccalaureate and graduate student-centered learning environments that utilize technological innovation, promote clinical reasoning, and encourage lifelong learning.

Specifically, the goals of the School of Nursing are to prepare practitioners who will:

- Provide patient-centered care
- Work in interdisciplinary teams
- Employ evidence based practice
- Apply quality improvement
- Utilize information from a variety of sources

#### **PHILOSOPHICAL BELIEFS**

The CSU Stanislaus School of Nursing derives its mission and philosophy from the goals of the University and the College of Human and Health Sciences. The mission and philosophy regarding nursing education and nursing practice are consistent with the University and College

missions as they relate to leadership, collaboration, scholarship, diversity, and service to the community.

The Baccalaureate and Master's Essentials of the American Association of Colleges of Nursing and the School's philosophical beliefs provide the framework for the baccalaureate and graduate curriculum at CSU Stanislaus. Our Philosophical Beliefs are articulated below through the topics of Professional Nursing Education and Nursing Practice. We believe:

PROFESSIONAL NURSING EDUCATION is a science-based process and draws on the curricular philosophies of humanism and pragmatism. During their studies, students will encounter an abundance of intellectual diversity, new knowledge, different perspectives, competing ideas, and alternative claims of truth. The process of professional nursing education is personalized, taking into consideration individual student differences including culture, ethnicity, diverse learning styles, student goals, ways of life, and support systems. Faculty believe students are unique individuals capable of thinking logically, analyzing critically, and communicating effectively. Faculty believe teaching and learning are lifelong, self-directed processes that encompass the acquisition of nursing knowledge, skills, and attitudes. Teaching integrates knowledge through the eclectic processes of sharing knowledge, facilitating the exploration of ideas and values, while utilizing a variety of strategies and respecting all learning styles. Students assume primary responsibility and accountability for learning and deserve to have the best opportunities for learning in order to improve health outcomes for the populations to whom they provide nursing care.

NURSING PRACTICE is both a science and an art involving direct care of the sick, health promotion and clinical prevention, and population based health care. Nursing practice occurs in an increasingly diverse environment in which the nurse provides patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, and expressed needs (IOM, 2003a). Attention to quality and safety, scientific advances in genetics and genomics, an aging population, increased prevalence of chronic illness, and technological and therapeutic advances will continue to impact nursing practice. Students must be prepared to adapt to this ever changing landscape, thus the following philosophical beliefs provide a foundation for the nursing curriculum at CSU Stanislaus:

**Health** exists on a continuum from wellness to death, and is interpreted individually through emotional, physical, spiritual, and behavioral values and beliefs. Using a holistic approach, the

nurse's role is to work collaboratively with patients, families, and populations to optimize health, wellness, and function, or to achieve a dignified and peaceful death.

**Patients** include individuals, families, groups, and communities with a broad range of needs. Faculty believe patients are worthy of respect regardless of their values, beliefs, experiences, goals, and ways of life. Each person is an autonomous individual with innate abilities, resources, experiences, and value systems that guide decision-making regarding health issues. Patients have the right and responsibility for their own behaviors and healthcare decisions.

The **Environment** is a dynamic, constantly changing system comprised of biological, psychological, spiritual, behavioral, and socio-cultural factors that affect health. Faculty believe that through health promotion, disease prevention, illness care, and the close monitoring of and adherence to safety and quality, the environment can be modified, leading to alterations in patient outcomes.

**Nursing** is a theory-driven, science based profession, actualized through the art of evidence-based practice. Clinical practice, research, education, and service are the foundation for professional nursing practice. The professional nurse is responsible for and accountable to individuals, families, aggregates, the community, and society. In collaboration with other disciplines, nurses offer distinctive care, which includes health promotion and disease prevention. Nurses design, manage, provide, and coordinate care across the lifespan.

Toward the achievement of the mission and goals of the School of Nursing, upon completion of their nursing program students will be able to:

#### **STUDENT LEARNING OUTCOMES**

1. Integrate the knowledge, theories and methods of a variety of disciplines to inform decision making. (AACN Essential 1)
2. Participate in the process of inquiry, analysis, and information literacy to promote quality care and patient safety. (AACN Essential 2)
3. Apply leadership concepts, abilities, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. (AACN Essential 2)

4. Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care. (AACN Essential 3)
5. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. (AACN Essential 4)
6. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. (AACN Essential 5)
7. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient centered care. (AACN Essential 6)
8. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities and populations in order to provide comprehensive care to diverse populations. (AACN Essential 7)
9. Demonstrate the professional standards of moral, ethical, and legal conduct. (AACN Essential 8)
10. Foster professional growth and development through the pursuit of lifelong learning and professional engagement, towards an understanding of the ambiguity and unpredictability of the world and its effect on the healthcare system. (AACN Essentials 8 and 9)
11. Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical and nursing management across the health/illness continuum, across the lifespan, and in all healthcare settings. (AACN Essential 9)

## **ROLES & RESPONSIBILITIES**

*The student is expected to be self-directed in identifying and selecting meaningful learning experiences with the assistance of the faculty and preceptor. The student, preceptor, and faculty advisor will mutually agree to a contract developed by the student that includes behavioral objectives, learning experiences, and evaluation tools. The student is responsible for planning, negotiating, and carrying out the contract.*

### **STUDENT RESPONSIBILITIES**

1. Keep all School of Nursing requirements on the certified background website up-to-date during the clinical practicum experience.
2. Maintain open communication with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
5. Arrange for preceptor's supervision when performing procedures.
6. Retain accountability for own nursing actions while in the clinical setting.
7. Respect the confidential nature of all information obtained during clinical experience.

### **PRECEPTOR RESPONSIBILITIES**

1. Participate in a preceptor orientation with faculty during clinical site visit.
2. Function as a role model in the clinical setting.
3. Orient the student to the clinical area.
4. Guide, facilitate, supervise and monitor the student in achieving clinical objectives.
5. In collaboration with the student and faculty, determine appropriate arrangements should the preceptor be absent.
6. Provide feedback to the student and nursing faculty regarding the student's clinical performance.
7. Maintain open communication with the student and faculty.
8. Contact the faculty if assistance is needed or if any problem with the student occurs.
9. Collaborate with faculty to review the progress of the student toward meeting the clinical learning objectives.
10. Supervise and clear student's who are performing a new activity.

### **NURSING FACULTY/PROGRAM RESPONSIBILITIES**

1. Orient both the preceptor and student to the clinical experience.
2. Provide the preceptor with an orientation to the School of Nursing's mission, philosophy, and curricular objectives.
3. Review student expectations, skills performance, and guidelines for evaluation.
4. Assume overall responsibility for teaching and evaluation of the student.
5. Assure student compliance with standards on immunization, health screening, CPR, OSHA standards, and current liability insurance.
6. Work collaboratively with preceptor and agency to achieve optimal learning outcomes.
7. Meet with the preceptor at least 3 times during the semester and maintain communication with the preceptor and student to monitor and evaluate the learning experience.
8. Monitor student progress through logs, surveys, journal/blog entries, clinical conferences and review of clinical objectives.

### **AGENCY RESPONSIBILITIES**

1. Retain ultimate responsibility for care of clients/patients.
2. Interpret the preceptor program and expectations of students to other agency personnel not directly involved with the preceptorship.
3. Assist in recruiting and assigning preceptors for the senior practicum

**CLINICAL PRACTICUM COURSE OVERVIEW**

COURSE NUMBER:	NURS4830-001
COURSE TITLE:	Pre-Licensure Practicum
UNITS:	4 Units (180 hours total)
CURRICULUM POSITION:	Nursing Program Seniors (6th & last semester)
CATALOG DESCRIPTION:	Student-designed experience focusing on the role of the professional nurse in a variety of clinical practice settings. (Formerly NURS 4230) Prerequisites: Admission to the pre-licensure nursing program and students must follow curricular roadmap for pre-licensure nursing and concurrent enrollment in 4820.
COURSE OBJECTIVES:	Upon completion of this course, students will be able to: <ol style="list-style-type: none"><li>1. Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care across the lifespan (9).</li><li>2. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings (2).</li><li>3. Function effectively within inter and intra-professional teams, fostering open communication, mutual respect, negotiation, and shared decision making to achieve quality nursing care (6).</li><li>4. Recognize the patient, family, and/or population as the source of control and full partner in providing compassionate and coordinated care based on respect for human dignity, preferences, culture, and/or way of life (7, 8).</li><li>5. Describe inter- and intra-professional mechanisms to resolve practice discrepancies, including ethical, unsafe, and/or illegal care practices (6).</li><li>6. Participate in quality and patient safety initiatives, recognizing these are complex systems issues (2).</li><li>7. Educate patients and families taking into consideration barriers, readiness, and beliefs as well as mechanisms for evaluating learning in diverse populations (6, 9).</li><li>8. Participate as a member of the profession, through advocacy, lifelong learning, and professional involvement (8).</li></ol>

TEXT:	No text's required for this course
ENROLLMENT:	Based on the number of students admitted to the nursing program.
TOPICAL OUTLINE:	Student-centered individual learning contract (See attached)
TEACHING STRATEGIES:	Learning contract individualized for each clinical practicum.
EVALUATION METHODS:	Contract for clinical hours                      20% Portfolio    30% Clinical experiences                                      50% Brief summary of clinical experience 1.       Analytic reflection specific to activity 2.       Literature verification as appropriate 3.       Discussion Board Responses

**CALIFORNIA STATE UNIVERSITY, STANISLAUS  
SCHOOL OF NURSING  
NURS4830 PRE-LICENSURE PRACTICUM CONTRACT**

The student will complete a draft that is revised and improved by the preceptor and faculty. A student cannot attend more than two clinical without a contract. This is the template given to the student. When you are in agreement, you will sign the contract. At this point the student and faculty will sign.

NAME:

STUDENT HOME PHONE:

CLINICAL FOCUS:

AGENCY ADMINISTRATOR:

PRECEPTOR:

FACULTY ADVISOR:

BEGINNING DATE:

OTHER NUMBER:

AGENCY:

AGENCY PHONE #:

PRECEPTOR PHONE #:

FACULTY PHONE #:

DATE OF COMPLETION:

EDUCATION:

RELEVANT EXPERIENCE:

PURPOSE:

**OBJECTIVES AND ACTIVITIES (EVIDENCE) DESCRIPTION**

**1. Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care across the lifespan.**

Students are expected to demonstrate how evidence-based nursing interventions are related to appropriate care in the management of patients in the area of practice. Evidence that this objective has been met may include but is not limited to:

- a. Describe how clinical judgment in nursing care is derived from evidence as well as inter-professional perspectives and patient preferences.
- b. Compare and contrast findings from the literature with clinical observations and learning experience.
- c. Utilize research and other evidence to support interventions described under the following objectives (2-8).
- d. Submission of reference list

**2. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.**

Students are expected to participate in the provision of high quality nursing care and apply leadership concepts, skills and decision making as appropriate in the clinical setting. Evidence that this objective has been met may include but is not limited to:

- a. Engage in practice setting to build leadership skills.
- b. Journal entries demonstrating acquisition and performance of nursing leadership skills appropriate to the area of concentration. These entries should include a description of the intervention, critical reasoning and literature supporting the procedure used.
- c. Participate in quality improvement and healthcare team coordination.

**3. Function effectively within inter- and intra-professional teams, fostering open communication, mutual respect, negotiation, and shared decision making to achieve quality nursing care**

Students are expected to apply interpersonal communication techniques/theory in analysis of their own communication with clients and members of the inter and intra-professional team. Evidence that this objective has been met may include but is not limited to:

- a. Description of how the student used communication, mutual respect, negotiation, and share decision making to achieve quality nursing care.

**4. Recognize the patient, family, and/or population as the source of control and full partner in providing compassionate and coordinated care based on respect for human dignity, preferences, culture, and/or way of life.**

Students are expected to identify significant cultural characteristics of clients in the selected area and demonstrate culturally competent care. A “culture” may be related to ethnicity or any special population such as homeless, deaf, drug users etc. Evidence that this objective has been met may include but is not limited to:

- a. Description of how the student modified nursing interventions in order to provide health care that included the cultural beliefs of their patient using the literature to support actions.

**5. Describe inter- and intra-professional mechanisms to resolve practice discrepancies, including ethical, unsafe, and/or illegal care practices.**

Students are expected to use clinical reasoning, and ethical decision-making when assessing clients, developing appropriate interventions and evaluating responses. Evidence that this objective has been met should include each of the following but is not limited to:

- a. Evaluate caring activities used in providing nursing care by applying a theoretical model of caring.
- b. Analyze an ethical dilemma, unsafe and/or illegal care practices encountered in the clinical setting. The analysis should include a description of the ethical dilemma, unsafe or illegal care practice concepts involved. The student should describe how the problem was resolved and what if anything the student would do differently in the future.
- c. Demonstrate the use of ethical decision-making in providing nursing care.

**6. Participate in quality and patient safety initiatives, recognizing these are complex systems issues.**

Students are expected to participate in quality and patient safety initiatives in the clinical setting. Evidence that this objective has been met should include each of the following but is not limited to:

- a. Description of how the student was able to engage in quality improvement/ patient safety activities to promote an understanding of the organizational process, unit application and evaluation process.

**7. Educate patients and families taking into consideration barriers, readiness, and beliefs as well as mechanisms for evaluating learning in diverse populations.**

Students are expected to perform educational activities as appropriate in the clinical setting.

Evidence that this objective has been met may include but is not limited to:

- a. Description of patient teaching activities performed by the student in the clinical setting recognizing barriers, readiness and beliefs of individual patients and/or families including evaluation of outcome

**8. Participate as a member of the profession, through advocacy, lifelong learning, and professional involvement.** Students are responsible for their personal and professional development and commitment to life-long learning. The entry must include a description of how the

activity benefits nurses as well as the profession of nursing. Students must spend eight hours from one of the following options:

- a. participate in a project needed by the unit
- b. participate in a health related community project
- c. attend a workshop/seminar/conference outside of the University setting related to the clinical area

SUPPORT TO BE PROVIDED BY:

FACULTY ADVISOR:

Plan to meet with the faculty advisor within the first week of the semester and then every week thereafter until such time as the student and faculty advisor mutually agree that a different schedule is appropriate.

PRECEPTOR:

The preceptor and student will participate in weekly BB discussions.

SPECIAL CLAUSE:

"The parties to this contract agree to conform to all applicable agency policies, procedures, and regulations, and all requirements and restrictions specified jointly by representatives of the University, School of Nursing, and the agency."

SIGNATURES:

\_\_\_\_\_ DATE: \_\_\_\_\_  
 STUDENT

\_\_\_\_\_ DATE: \_\_\_\_\_  
 FACULTY ADVISOR

\_\_\_\_\_ DATE: \_\_\_\_\_  
 PRECEPTOR





Week 15									

\*Total Clinical Hours does not include travel, lunch, or prep time

\*Total Clinical Hours includes PreLoad, Orientation, Computer training, Simulation days

**By signing I confirm these are true and accurate hours spent in clinical activities, as detailed above.**

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Signature

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Date

### Clinical Performance Evaluation

2910 \_\_\_ 3850 \_\_\_ 3910 \_\_\_ 4410 \_\_\_ 4810 \_\_\_ 4830 \_\_\_

Student Name: \_\_\_\_\_ Instructor: \_\_\_\_\_

	Midterm		Final	
	Student	Faculty	Student	Faculty
<b>1. Patient Centered Care</b>				
Values and respects all patients/family				
Protects patient privacy and confidentiality (verbally and documentation)				
Institutes an individualized plan of care including assessment, planning, interventions, and evaluation				
Delivers care based on knowledge of pathophysiology and pharmacotherapy with respect for individual values, preferences, needs, and diversity				
<b>2. Teamwork and Collaboration</b>				
Performs effective verbal/nonverbal communication with patients, families, and healthcare professionals				
Produces clear, accurate, and relevant writing/charting				
Uses appropriate communication across the lifespan				
Uses appropriate communication tools to convey relevant data to other members of the healthcare team				
<b>3. Evidence Based Practice</b>				
Integrates evidence based literature into the clinical practice to guide care				
Follows agency policies and procedures in providing safe, quality care.				
Uses core nursing knowledge in health promotion, prevention, pain/comfort, disease management, and patient/family teaching				
<b>4. Quality Improvement</b>				
Promote cost containment methods in delivering care				
Awareness of quality improvement projects/processes within the facility, such as core measures (AMI, Stroke)				
<b>5. Safety</b>				
Perform nursing skills safely and accurately				
Administers medication safely, accurately, and appropriately for the age and diagnosis of the patient				
Discusses relevant, accurate, and logical rationale for entire plan of care				
Acknowledges own limits and seeks appropriate resources				
Acts as a client advocate				
Maintains a safe environment for the patient (actions do not increase patient exposure to harm)				
Ability to notice, interpret, respond, and reflect in all clinical experiences				

**6. Professionalism**

Demonstrates core professional values (caring, altruism, integrity, human dignity, and social justice)

Demonstrates accountability for own actions, including self reporting

Takes responsibility to be informed and for own learning, including being fully prepared for all clinical experiences

Maintains a positive attitude and interacts with patients and the interprofessional team in a professional and respectful manner

Reports promptly to the clinical area for pre and post conference, notifies instructor of any absence

Maintains professional appearance

Follows the Code of Ethics for Nurses, the California Nurse Practice Act, and the ANA Standards of Clinical Nursing Practice


**Midterm Evaluation:**

Strengths and areas for improvement:

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Student comments:

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Instructor: \_\_\_\_\_ Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Final Evaluation:**

Strengths and areas for improvement:

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Student comments:

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Instructor: \_\_\_\_\_ Student: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Clinical Agency: \_\_\_\_\_

**Scoring:**

3	Exceeds Expectations
2	Meets Expectations
1	Below Expectations
N/A	Not Applicable

**Scoring Instructions:**

Students and faculty will score performance both at midterm and at the end of the semester. Students may be at *Below Expectations* at midterm without consequences. Final scores must be at least *Meets Expectation* at the end of the semester in order to progress to the next semester.

Students: Return completed form to your clinical faculty or preceptor

Preceptor: Return completed form to the faculty member

Faculty: Return completed forms to the clinical coordinator

**OPTIONAL  
DEAN'S MEDAL OF EXCELLENCE AWARD**

Each year the School of Nursing selects an outstanding nursing student to receive the College of Science Dean's Medal of Excellence Award. Senior nursing students in the RN-BSN, Pre-Licensure, ASBSN, and Masters programs are eligible for nomination.

If you wish to write a letter of recommendation for a student, please describe how the nominee has demonstrated accomplishments in one of the following areas: scholarship, leadership, professionalism, integrity, and ethical conduct, communication, and collegiality.

Submit your letter by the end of March to the faculty advisor.

Thank you.